

Pinewood School

Inspection report for boarding school

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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

Pinewood is located in a rural setting on the Oxfordshire/Wiltshire border near Swindon. Pinewood is a co-educational boarding and day school for up to 330 children aged between three and 13 including a Pre-Prep school (Nursery to Year 2). The school endeavours to promote a 'family' atmosphere within the whole school and encourages the children to show tolerance and respect for others and to be reflective and accept responsibility for their own actions. Boarding is seen as integral to the ethos of the school and has increased its profile over the past few years. Boarding is available for pupils in Year 4 and above. Over half the pupils who are eligible to board do so – 31 on a weekly basis and 72 as flexi-boarders. There is one boarding house with a separate boys' and girls' wing. The boys have six dormitories accommodating up to 39 boys and the girls have seven dormitories sleeping 41 girls. The accommodation has recently been upgraded. The Headmaster and his wife occupy a house attached to the school and two assistant Housemistresses have accommodation adjacent to the boarding provision. The school has an established team of experienced boarding staff which are led by the Head and his wife. The team is sufficient in numbers to be able to meet the needs of the boarders at all times.

Summary

The purpose of this visit was to conduct an announced inspection of all of the key National Minimum Standards for Boarding Schools. Some additional standards were also inspected. The inspection was completed over a three day period and was conducted by an Ofsted inspector and a boarding school additional inspector. The overall standard of care for the boarders at the school is good. Boarders indicate that they are very happy with their boarding experience and feel that they are well looked after. Good relationships occur between pupils/boarders and staff. Interaction is good and appropriate boundaries are maintained. The majority of the boarders feel that they are well cared for. Boarders talk of the staff as being accessible and supportive and are confident that they will respond to any issue or problems that they share with them. Boarders are encouraged to consider the feelings of others, accept full responsibility for their own actions and to be fully aware of the possible consequences or impact of their actions and behaviour. There is evidence that the school is committed to improving the standards of boarding in the school and uses the inspection process to focus on areas for improvement and development. The school has established good measures that ensure that the boarders' medical welfare is promoted and safeguarded and that boarders have access to quality medical care and first aid. The catering at the school is good. Boarders are provided with a healthy menu which offers a wide choice. The majority of the boarders indicate that they are happy with the food. The boarding provision is overseen by a boarding team consisting of the Head and his wife, members of teaching staff and assistant Housemistresses, and which is supported by three gap students. All of the boarding staff are aware of their roles and responsibilities in regards to keeping boarders safe. Bullying is not generally an issue within the school and any concerns are dealt with promptly. Existing strategies are seen to work in most cases when bullying has occurred, but not all. There are clear expectations of what behaviour is acceptable in the school. There is little use of punishments but when used these are perceived by the boarders as being fair. There is a good awareness among staff and boarders regarding the school's fire safety precautions. The school has completed an initial fire risk assessment which is regularly reviewed. The action plan drawn up to address significant findings from the initial assessment is near completion. Boarders do not report any concerns regarding their personal

privacy. They welcome the opportunity to use their evening activity periods to spend time on their own and away from direct supervision of staff. The school has systems in place for the recruitment and vetting of staff, which helps to ensure that the boarders are not being exposed to potential abusers. The school is aspiring to ensure that all staff have a Criminal Records Bureau (CRB) check completed before taking up their employment. Observations are made on some shortfalls within the school's vetting process regarding adults living on site and not employed by the school and the portability of overseas police checks for teachers. The school has taken some measures to ensure that boarders' accommodation is reserved for their own use and that they are protected from potential safety hazards. However, the scope or absence of risk assessments for these areas is an issue that the school has been recommended that it reviews. The systems in place for boarders to be consulted about the day to day aspects of boarding at the school are good. Boarders state that these work in practice and are seen as forums for making change and improvements. The school recognises the importance of boarders being able to maintain contact with their parents and family. However, current arrangements fail to ensure that all boarders are able to do this without having to first seek staff permission. The standard of boarding accommodation is satisfactory. There is an ongoing programme of refurbishment that has recently focused on some of the dormitories, shower and bathing areas and replacing windows. There are signs of normal wear and tear to the fabric of the building, but no signs of malicious damage or vandalism. The school has purposely maintained the character and features of the building. This has some effect on the layout, organisation and function of some rooms. There are potential issues regarding privacy in some bathroom and shower areas arising from the type of lock that has been fitted and a number which were found to be broken. This inspection identifies that there are a number of records and assessments that the school has not implemented or fully established. This limits the scope and effectiveness of the monitoring that can be undertaken by senior staff and the amount of information available to inform any reviews of the boarders' welfare. There are a sufficient number of boarding staff allocated to the boarding provision to meet the boarders' individual needs. Boarders indicate their satisfaction with the levels of supervision and their access to staff. Boarding staff receive training to support their role and to ensure the safety and wellbeing of the boarders.

The overall quality rating is good.

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

Improvements since the last inspection

This section reports only on improvements relating to recommendations set at the previous inspection. The school has been proactive in addressing all of the recommendations made following the last full boarding inspection held in September 2004. Details of how these had been addressed were provided during a follow up visit undertaken by the Commission for Social Care Inspection (CSCI) in March 2006. Three further recommendations were made at that time. Following observations made by the Inspector, the school has reviewed its recruitment procedures and has implemented a system to verify references with the named referees. Details on when this contact is made are recorded on an individual tracking form which is placed in each staff file. This measure is a contributory factor to helping to ensure that boarders are kept safe from potential abusers. The observation was made that the current format does not make it clear whether one of both references have been verified. The Headmaster advises that the sick bay has been equipped with a call system which can be used by boarders if they are ill in bed. The school was recommended that boarding staff should monitor posters displayed by

boarders to ensure that they are appropriate. The Headmaster advises that staff are now more vigilant about what is allowed to be displayed. During a tour of the boarding provision none of the material used to personalise boarders bed spaces was seen to be inappropriate.

Helping children to be healthy

The provision is good.

Boarders receive health education through the school's comprehensive six year Personal, Social and Health Education (PSHE) programme. As part of this boarders are given age appropriate advice and guidance on a range of subjects which include nutrition and healthy eating, drugs, alcohol and smoking. The programme also covers social and relationship issues including bullying, racism and friendships. The nursing staff contribute to the delivery of some aspects of the programme. The school also organises a Life Skills programme that is provided to parents and attended by members of the boarding staff. The programme is also provided to the pupils/boarders. Boarders obtain good quality medical treatment and first aid. The school has two registered nurses who are available for the treatment of minor illnesses, and accidents. The majority of boarding staff are qualified first aiders. This arrangement ensures that the boarders are able to have access to a qualified first aider at all times. The school has developed a medication policy and implemented good procedures and practice. Individual medical records are kept electronically and are regularly updated. The nurse monitors the records for any trends or patterns of concern. Parental permission is obtained for emergency treatment, the administration of first aid and the dispensing of prescribed and non-prescribed medication. The nursing staff are based in a small surgery located on the first floor. All medication is stored here in a secure medical cabinet. Boarding staff have been given guidance on the dispensing and recording of medication. Boarders are able to arrange to see the school's doctor. The responsibility for their optical and dental attention remains with their parents. The school ensures that the boarders' medical needs are well looked after during trips away from the school. The nurses provide staff in charge with backpacks containing first aid kits and any individual medicines along with written instructions on how these are to be administered. First aid kits are checked on return and replenished. The majority of the boarders indicate that that there is always someone to help them if they were unwell. A number of boarders advise that they are happy to approach the nurses with any difficulties that they may have. The surgery has provision to look after boarders who are unwell. However, in practice boarders will initially stay in their own beds and arrangements are made for them to be collected by parents and taken home. Following observations made during the last visit inspection activity at the school, a call system has been installed into the surgery allowing children and boarders who may be accommodated in the surgery during the day or night to make easy contact with supervising staff. The pupils/boarders receive good quality catering. The catering staff produce a variety of good food which provides a healthy, well-balanced diet and takes into account the nutritional value of the food. Portion sizes, quality and the quantity of the food is good. Boarders/pupils are offered a choice of meals and have access to a salad bar at midday and evening meals. Fresh fruit is always available. A vegetarian alternative is always provided and special dietary needs are catered for. Pupils and boarders are given advice on healthy eating through the school's PSHE programme. The majority of the boarders (86%) indicate that they think that the meals at the school provide them with a balanced diet. One of the boarders makes a representative comment and states that the boarders and pupils, 'always have a choice, good variety and lots of fruit'. Pupils/boarders are given the opportunity to express opinions about the food through the school councils. Meals are taken in the school dining room. The serving areas, cutlery and crockery and furniture are of a good standard. The midday meal is provided over several sittings

and is a noisy but orderly occasion. The reduced numbers at evening meal and breakfast allow the boarders to experience more sociable and relaxed mealtimes. The catering manager advises that the recommendations following a recent inspection by the environmental health officer are in hand.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The majority of boarders confirm that they have not been bullied at the school. A significant number of the minority who indicate that they have, at sometime, been bullied indicate that staff act immediately and effectively to any information that bullying might be taking place. One boarder commented that 'if someone is being mean it gets sorted'. The school views itself as a community and sets out to engender respect and trust amongst its members. Bullying is viewed as a breach of trust. Any incidents of bullying are normally followed up with a talk by a member of staff to explore the consequence and impact of what has occurred with those involved. This strategy is seen to work for the majority of boarders spoken to by staff, but is less effective for a very small number who are resistant to this type of intervention. The school has developed and implemented an anti-bullying policy. Guidance on bullying is provided to staff and pupils in a range of documentation including the Staff Handbook, Prep Handbook, school diary and the school's anti-bullying charter. The charter is available as an eye catching poster which is on display around the school and boarding provision. Boarders speak positively about the charter and feel that it works. A copy of the school's bullying policy is made available to all parents. The guidance includes definitions of bullying and also provides examples of how this may take place. The documentation and guidance provides a clear and consistent message that bullying is unacceptable and that it is the staff's and pupils' responsibility to respond to any incidents. This message is reinforced through the school's PSHE programme, and focused school assemblies. The guidance has not been extended to include 'cyber bullying', which can occur through the misuse of mobiles, emails and the internet. The school has a strong commitment to ensuring that the boarders are protected from abuse and that there is a high awareness amongst its staff concerning child protection. All staff are fully aware of their roles and responsibilities and how to appropriately respond to any disclosures or allegations of abuse or serious concerns about a boarder's safety. A clear policy and guidance on child protection has been devised and implemented by the school and is made available to all members of staff. The policy and guidance is regularly reviewed and has previously been shared with local children's services. The policy and guidance is sound but does not currently reflect the most recent national guidance. All staff receive regular training in child protection. Heads of Department are responsible for briefing new members of staff who are employed during the periods between the training. The gap students confirm that they have all received briefing on child protection as a part of their initial induction. The Deputy Head is the school's designated member of staff for child protection matters and has received appropriate training. The designated person advises that there are no current child protection concerns for any pupils or boarders at the school. The designated person has implemented a system for recording child protection issues and concerns including those considered not to reach the threshold for referral to social services. These records show that the designated person is fully aware of child protection referral procedures and had responded appropriately to a previous matter of concern. The agencies involved decided that the concern did not warrant any further investigation. Additional levels of safeguarding are assured by staff having access to a whistle blowing policy and guidance. The school has developed a procedure for responding to pupils/boarders who go missing from the school. This has recently been seen to work in practice. The management of behaviour in

the school is based on the active encouragement of acceptable, appropriate and considerate behaviour. The school aims to promote 'tolerance and respect for others'. Boarders are encouraged to accept full responsibility for their own actions and are aware of the possible consequences of breaches in behaviour. The standard of behaviour displayed by the boarders is seen to reflect the aims of the school and is good. Details of the school's behaviour policy are included in the Staff and Prep Handbooks and the pupil's diary. The pupils' code of behaviour clearly sets out what behaviour is expected within the school. Staff, pupils and boarders are viewed as part of a school community and are all expected to show mutual tolerance and respect for each other. The school sets out to have few rules. Those in place are devised to keep the children safe and to promote respect for each other. Details of these are included in the pupil's term diary. The school operates a rewards system which is used during the school day but this is not transferred to the boarding provision as this is seen unfair to the boarders. Behaviour was seen to be consistent during the school and boarding periods. Boarding staff have devised their own responses to inappropriate or unacceptable behaviour. Details of the type of sanctions that can be used by boarding staff are included in a document titled 'Boarding Principles and Practice', which is provided to staff and parents. Sanctions are incremental according to the severity of the issues. Boarders are normally given a warning before a sanction is given allowing them the opportunity to reflect on their behaviour before matters are allowed to escalate. Boarders feel that sanctions, when given, are fair and appropriate. An examination of those sanctions recently used showed that these are in accordance with the school's guidance and are acceptable, boarding related and appropriate to the age of the boarders. Sanctions are recorded in the Boarding House incident book and there is an expectation that staff will transfer details into a day incident book. The Deputy Head who is responsible for discipline in the school is responsible for monitoring these records. It is unclear how effective and accurate the current system is regarding the monitoring of boarders' behaviour and the use of sanctions in the boarding provision. The school recognises that there may be occasions that staff may have to physically separate pupils and provides some guidance on how this can be done. The current guidance does not explicitly describe the circumstances when a physical intervention meets the threshold for recording as a separate incident. The boarders are given information on how they can raise concerns and/or make complaints in guidance provided in the Pupil's Diary. This gives examples of the types of issues that they might have concerns with and provides a list of staff and outside agencies who they can take these to. There is an expectation that all concerns can be dealt with at an informal level and that boarders do not need to use the formal complaints procedure available to them or make contact with external agencies. Boarders indicate that this is the case and express their confidence in being able to take concerns and issues to staff and that these will be listened to. All of the boarders identify at least one adult and/or an older pupil in the school that they feel comfortable and confident about talking to. One of the boarders commented that, 'they (the staff) sort out problems'. Boarders are also able to raise concerns through the regular boarding and pupil council meetings. The provision of two 'problem boxes' in the school provides an alternative route for raising concerns and allows boarders to raise issues anonymously. Parents are provided with a copy of the school's complaints procedures and this sets out the process and time scales in which a complaint will be dealt with. The Head advises that parental concerns are dealt with effectively and to their satisfaction and that these are not escalated into formal complaints. There is no separate logbook for recording serious complaints and their outcomes. The details of concerns raised by parents are kept in the boarder's individual files. The recording and documentation of parental concerns and the action taken to address these is inconsistent and it is not always clear what outcome has been achieved. There is a good awareness amongst boarding staff and

boarders regarding the school's fire safety precautions. Systems are in place and followed for the regular checking and servicing of fire safety and detection equipment. Boarders confirm that practise evacuations are routinely undertaken and that some of these take place late at night. Records of all fire safety activity are regularly kept. The fire evacuation records do not indicate which staff and boarders have participated in the practise evacuations. The responsible person for fire safety in the school is the Head Master. The Deputy Head has been allocated the responsibility for the role of Fire Marshal and oversees the practise evacuations and shares responsibility with the Estate Manager for the review of the school fire risk assessment. The Estate Manager also has responsibility for testing and overseeing the servicing and maintenance of all fire equipment and detection systems. The school has previously commissioned a fire risk assessment on all of its buildings and this covers the boarding provision. The fire risk assessment has been regularly reviewed and the action plan drawn up to address significant findings from the initial assessment is near completion. During a tour of the buildings a few fire doors were found to be wedged or stuck open contrary to the advice of the fire safety notices. Remedial action was immediately taken. A number of internal doors are held open by electro magnetic devices. These are connected to a timer which releases the doors at a set time which increases the level of safety and security in the boarding provision. A number of the boarding staff have undertaken some aspect of fire training. All staff including gap students are given advice and guidance on the school's fire procedures and their responsibilities in the case of a fire. Boarders advise that they are reminded at the beginning of each term about the school's fire procedures and are given the opportunity to walk through the fire escape routes. The Fire Marshal has not received training specific to his role. Boarding staff and boarders show a regard for the privacy of the boarders and knock on bedroom and dormitory doors before entering. The staff are aware of sensitive times, such as showering, washing and changing and take steps to ensure that their supervision at these and other times is not intrusive. Boarding staff are given written guidance on contact between staff and boarders. This provides sound advice on how staff can safely talk to boarders on their own, and details which areas in the boarding provision can only be supervised by male and female staff. Boarders are given the opportunity to play in some parts of the school grounds consisting of garden and wooded areas. Supervision at these times is discreet and casual and in doing so, provides the boarders the time and opportunity to be on their own and away from direct staff presence. Boarders do not report any concerns regarding their personal privacy. Areas on the school website that contain photographs and names or details of pupils and boarders are password protected and can only be accessed by authorised parents and staff. Following observations made after the last inspection the school has reviewed its recruitment procedures and has now established a robust system for the recruitment of staff. This is a contributory factor to the safeguarding of the boarders by helping to ensure that they are not being exposed to potential abusers. The recruitment process includes the submission of application letters along with a curriculum vitae (CV) or an application form, obtaining references which are verified by telephone and conducting interviews. Interview notes are kept and the Headmaster advises that, when necessary, checks are made and recorded relating to any gaps in an applicant's CV or application form. The responsibility for overseeing the vetting of staff is the responsibility of the Bursar. During the past 18 months this responsibility has been held by three different people. Initially the Bursary opted to accept portability of Criminal Records Bureau (CRB) checks for some teaching/boarding staff in line with guidance provided by the Department for Children, Schools and Families (DCSF). More recently the Bursary has reviewed this decision and is aspiring to ensure that all staff have a CRB check in place before starting employment at the school. Records show that appropriate CRB checks have been obtained for all but one member of staff who has boarding responsibilities

and has been in post prior April 2002. There are some shortfalls within the school's vetting process regarding adults living on site and not employed by the school and the portability of overseas police checks for teachers. Having been made aware of this the school took appropriate immediate remedial action. The school has no current plans to conduct retrospective CRB checks for the small number of staff who have been in post at the school before April 2002. The current policy on recruitment does not include explicit guidance on the school's current position regarding CRB checks. An additional level of safeguarding for the boarders is ensured by the school by requiring gap students to obtain CRB and List 99 checks as well as providing appropriate overseas police checks. The school has established practices, followed and adhered to by the staff, that help to minimise the occasions that boarders have contact with adults who have not been subject to the school's vetting and checking procedures. These arrangements contribute to the measures in place to safeguard the pupils and boarders at the school. Visitors to the school site are requested to go to reception where they are issued with a visitor's badge which must be visible all of the time they are on site. Staff are required to challenge anyone who is not displaying a visitor's badge and boarders are aware that they should report any strangers to a member of staff. The Bursar advises that it is an established practice that whenever possible all major building or maintenance work is scheduled to take place in the school holidays. This, along with the school's own maintenance team and an appointed sub contractor who deals with most day to day maintenance issues, helps to reduce the number of unvetted external contractors visiting the site during term time. Contractors visiting the site during term times are supervised by the school's maintenance staff. The school's own maintenance team are easily recognisable to the boarders. The school has taken some measures to ensure that boarders' accommodation is reserved for their own use and is protected from access by the public. Entrance doors to the main building and internal doors to the boarding provision are through doors fitted with coded key pads. All windows are fitted with restrictors. Staff are delegated responsibility to undertake security checks to the buildings and to ensure that they are secure. Only those staff with boarding responsibilities are allowed in the boarding provision. Boarders state that they feel safe within the boarding provision. A local cricket team is allowed to play their home matches on the school's playing fields but these fixtures are scheduled at a time when all boarders are on weekend leave. References to the security of the site are made in the annual health and safety audit. There is no provision for a stand alone security risk assessment to be undertaken and for this to be regularly reviewed. Observations regarding the security of the school grounds have been shared with the Headmaster. The school is proactive in ensuring that the boarders are protected from safety hazards. During a tour of the premises and grounds no significant hazards to boarders' safety were identified. Major potential hazards, such as an area where building work is being undertaken, the outdoor swimming pool and a large pond, are secure. Windows accessible to boarders are fitted with restrictors and there is a programme to replace broken panes of glass and fit replacement windows with safety glass. Arrangements are in place for portable appliances to be checked annually. The school completes risk assessments on all of its premises and resources. Those conducted on the boarding areas are minimal and fail to address some minor potential hazards identified during the tour of the provision. Comprehensive risk assessments which identify and reduce risk are in place for sporting and leisure activities undertaken by the boarders. Boarders are made aware of those areas which are out of bounds.

Helping children achieve well and enjoy what they do

The provision is good.

Boarders are able to receive personal support from a number of adults within the school. All of the boarders identify a number of adults within the school that they feel confident about asking for support. Boarders find staff approachable and proactive about giving them help and advice. One boarder comments positively about staff being able to, 'sort problems out' and to, 'deal with problems quickly'. Another describes the school as being, 'like home and if you are upset there is always someone to talk to and be comforted if we are homesick.' An additional level of safeguarding has been ensured by arranging for a member of the local clergy to act as a school visitor. Boarders are given information and advice on how to access the school visitor if they have a concern or wish to speak to someone independent of the school. The school visitor has established links with the school, has made himself known to pupils and boarders and attends school assemblies and calls in at other times. The school visitor advises that he has not been approached or received any calls for help and advice from any of the boarders. Records show that a CRB check has been undertaken and the school visitor advises that he has received child protection training through the church. The school has links with a professional counsellor. Parents can approach this service independently if a need arises. The ethos and principles of the school demonstrate its commitment to equal opportunities and to avoiding discrimination in all its forms. School documentation avoids using language or expressing sentiment that can be viewed as discriminatory in any form. The school's PSHE programme addresses issues of moral, social and cultural awareness. Boarders are given the opportunity and time to join in a range of activities and sports which are inclusive and not based primarily on ability or gender.

Helping children make a positive contribution

The provision is satisfactory.

A strong feature of the school is its commitment to pupil/boarder consultation and participation. Boarders and pupils have regular opportunities to be consulted on aspects of the day to day running of the school and the boarding provision and their views are routinely sought and considered. Regular boarders' and pupils' council meetings are held twice a term. Boarders view these as a positive forum for making and effecting changes in a range of matters including activities, menus and alterations and additions to the facilities in the boarding accommodation. One boarder sums up the views of others with the comment that the 'school councils work and the school listens to what we want and make changes.' The school has placed two problem boxes in the school which allows pupils and boarders to raise issues or make requests anonymously. Boarders indicate that these are seen to work and give a suggestion that this provision could be enhanced further by them having access to their own problem box. The school provides fortnightly and flexible boarding arrangements. Consequently, boarders have regular face to face contact with their parents and families. Arrangements are in place for boarders to be able to maintain contact with family and friends during their boarding periods. A number of boarders have their own mobile phones which they are allowed to use in the evenings. The school guidance on the use mobile phones does not make specific reference to the potential harm and breach of privacy caused by misuse of those mobiles fitted with audio and video recording facilities. There is a private call box located in the boarding area. This was found to be in working order but there is a lack of clarity and some misunderstanding amongst staff and boarders about how to use it. Boarders are able to have access to an office or duty phone but are dependant on staff being available to arrange this. The current arrangements do not ensure that all boarders are able to access a telephone to contact their parents in private without having to first seek permission from staff. This is potential obstacle for any boarders who may wish to use the phone to raise a concern or discuss an issue with their parents or family. Boarders are able to access computers to retrieve e-mails in the early part of the evening.

Whilst this arrangement meets with the approval of a number of boarders there are some who find the limited access inconvenient and would like the period of time available to access the computers and their e-mails extended.

Achieving economic wellbeing

The provision is satisfactory.

Pinewood School comprises of an extensive country house and a number of associated outbuildings and cottages. It is located within its own grounds on the edge of the village of Bourton. Education facilities are located in part of the main house, in purpose built buildings and a converted stable block within the grounds. Overall the premises provide sufficient space and facilities to meet the needs of its pupils/boarders. The residential accommodation is provided on the middle and top floor of the main house. The school has maintained the character and features of the building. Areas within the boarding provision have been upgraded, refurbished and redecorated and considerable effort has been made to provide comfortable and homely accommodation. The female accommodation is located in a wing on the middle and top floor and briefly consists of seven dormitories and three bathrooms. The male accommodation is separate from the female wing and is located on the top floor and consists of six dormitories and one bathroom. Staff accommodation and sleeping in rooms are located on each of the floors. Boarders share a sitting room on the middle floor along with a further drawing room and games room located on the ground floor. Furniture in the communal areas is domestic in style, homely and comfortable and in a good state of repair. The standard of decoration throughout the boarding provision is satisfactory. There are some signs of normal wear and tear but not of any malicious damage or vandalism. All communal areas are clean and tidy. The standard of the sleeping accommodation is variable. Occupancy in the dormitories ranges from three to 10 sharing a room. However, owing to the different boarding packages offered by school the actual numbers boarders can change each night. Dormitories are furnished with a mixture of single and bunk beds. The floor space and the amount of storage available in some dormitories is marginal. This is an issue that the school is aware of and there are plans being considered to make more dormitory space available. Boarders are free to personalise their bed spaces and have their own bed linens. Ventilation is an issue on the top floor and the school has recently installed fans to each of the dormitories. Boarders report that the accommodation is generally warm in the winter though some advise that their windows do not shut properly, rattle in the wind and are draughty. There is limited natural light to some of the dormitories. During a tour of the boarding provision a number of windows were found to be in a poor state of repair. The school is aware of this issue and has recently commenced on a programme of replacing all windows facing the south of the building. Some dormitory windows have already been replaced as part of this. The general view of parents is that the school makes a good provision for the boarders. Toilet and washing facilities in both the male and female boarding areas have been recently refurbished to a good standard. Individual showers have their own changing areas and these along with the new toilet and bathroom cubicles provide a good level of privacy. However, this is compromised as in some areas a number of locks are broken and have not been replaced and others are operable by boarders from the outside. A suitable lock has not been furnished to a separate bathroom in the girls' boarding provision. Toilets, shower rooms and bathrooms are free from smells and offensive odours and are clean and tidy. Staff toilet and washing facilities are separate from those of the boarders. Boarders describe the new bathrooms as being, 'brilliant' and report no major issues regarding water temperature or pressure.

Organisation

The organisation is good.

Information on the school's values, ethos, organisation and daily routines is contained in a range of different documents, which includes the School Prospectus, Prep Handbook and term diary, and is also available from the school website. These documents are reviewed annually. A Statement of Boarding Principles and Practice along with key policies on bullying and the school's complaints procedures is provided to all boarders' parents. The information contained in the documentation and information available to parents and boarders reflects the current principles and boarding practice within the school. This inspection identifies that there are a number of records and assessments that have not been implemented or become fully established. This limits the scope of monitoring that can be undertaken by senior staff and the amount of information available to inform any reviews of the boarders welfare. For example, there is no system for recording formal complaints. The documentation and records of the action taken to deal with significant concerns requiring attention from senior staff are not always complete. It is unclear how consistent and effective the arrangements are for boarders' sanctions to be monitored. There are systems in place for records of accidents and those risk assessments in place to be monitored by members of the bursary team. This provides an opportunity for any trends or patterns to be identified and for action to be taken if required. Information collated from this process is passed onto the maintenance team and the Health and Safety Committee for consideration and action to be taken if required. The number of staff available for supervision during the boarding periods is sufficient for the number, age and needs of boarders and the activities they are involved in. The school has a boarding team. This is led by the Headmaster and his wife who are assisted by two assistant Housemistresses and seven staff who have boarding responsibilities. The team is supported by three gap students who have some limited involvement in the boarding provision. A number of the boarding staff are resident within the school and seniors provide on call cover. Boarding staff absences are covered by other members of the team. At least three staff are allocated sleeping in duties each evening. Only staff with specific boarding responsibilities are allowed within the boarding provision during boarding periods. These arrangements provide boarders with a good level consistency and continuity in staffing and supervision. Details of the staffing arrangement are included in the Boarding Principles and Practice provided to all parents of boarders. Boarding staff and boarders are satisfied with the level of staffing and do not report any lean times. Boarders advise that they are always able to find a member of staff. A feature of the boarding at the school is the option for boarders to choose whether to join in evening activities and/or to take some free time. Staffing levels are sufficient to support those activities on offer and to supervise those boarders who wish to have time to themselves and for others to receive one to one support or tuition. Boarders comment positively about this. One boarder commented how one of the best things in the school is that it, 'gives us freedom and choice. We are not pressurised into doing things, there are rules to keep us safe.' There are good relationships between the boarders and the boarding staff. Interaction is good and appropriate boundaries are maintained. The majority of the boarders feel that they are well cared for. Boarders make positive comments about the boarding staff. Boarders describe the boarding staff as being and 'fun' and 'really cool'. Boarders are looked after by staff who have specific boarding responsibilities and receive training to support their role. Whilst there is no formal induction programme for boarding staff, they all undertake training in child protection, first aid and some aspect of fire training. Guidance is also provided on the administration and dispensing of medication. Staff joining the school in between the school's inset training days are briefed on child protection and fire procedures by

the Deputy Head. A number of the boarding staff have or are in the process of accessing training provided by the Boarding Schools' Association (BSA). Gap students receive information on key policies and procedures prior to taking up employment. They undertake a two day induction period with the Deputy Head and attend specific training for gap students provided by the BSA. Gap students feel that the information and the briefing provided to them is good preparation for their roles and responsibilities. They speak positively about the ongoing support that they receive from senior staff. Gap students undertake first aid training during the first few months of their post. All of the boarding staff including the gap students attend regular fortnightly meetings with the Headmaster where they review issues relating to individual boarders and welfare or practice issues. All of the staff with boarding responsibilities have access to a range of written guidance that sets out the school's approach to boarding and the safeguarding and promotion of boarders' welfare. These are found in the staff handbook which provides guidance on a number of key policies including child protection, anti-bullying, discipline and the school's complaints procedure.

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):

- review strategies for dealing with all types of bullying. (NMS.2)
- review the school's vetting policy and procedures. (NMS.38)
- review measures to deter unauthorised access to the school premises. (NMS.41)
- review the systems for conducting risk assessments on the boarding provision. (NMS.47)
- reviews the systems in place for boarders to contact their parents (NMS.19)
- ensure that all toilets are fitted with appropriate and working locks.(NMS.44)
- establish a system for the regular monitoring of school welfare records. (NMS.23)

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.