

# inspection report

Boarding School

## **Tasis American School In England**

Coldharbour Lane

Thorpe

Surrey

TW20 8TE

4th October 2004

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.



**SCHOOL INFORMATION****Name of School**

Tasis American School In England

**Address**

Coldharbour Lane, Thorpe, Surrey, TW20 8TE

**Tel No:**

01932 565252

**Fax No:**

01932 564644

**Email Address****Name of Governing body, Person or Authority responsible for the school**

Mrs Mary C Fleming

**Name of Head**

Mr Fernando Gonzalez (Interim Headmaster)

**CSCI Classification**

Boarding School

**Type of school**

Boarding School

**Date of last boarding welfare inspection**9&10/12/  
98

<b>Date of Inspection Visit</b>		4 <sup>th</sup> , 5 <sup>th</sup> & 6th October 2004		<b>ID Code</b>
<b>Time of Inspection Visit</b>		9.00 am		
<b>Name of CSCI Inspector</b>	<b>1</b>	Mr. John Chivers	075650	
<b>Name of CSCI Inspector</b>	<b>2</b>	Ms. Ruth Coler		
<b>Name of CSCI Inspector</b>	<b>3</b>	Ms. Sheila Delliston		
<b>Name of CSCI Inspector</b>	<b>4</b>	Mrs. Cathy Clarke		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Angela Tear		
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N / A		
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>				NO
<b>Name of Establishment Representative at the time of inspection</b>		MR. FERNANDO GONZALEZ (HEADMASTER) MR KEITH MILLS (DEAN OF STUDENT LIFE)		

**Introduction to Report and Inspection**

**Inspection visits**

**Brief Description of the school and Boarding Provision**

**Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

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**Conclusions and overview of findings on Boarding Welfare**

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**Part B: Inspection Methods Used & Findings**

**Inspection Methods Used**

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
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**Part C: Lay Assessor's Summary (where applicable)**

**Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Tasis American School In England.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

#### **BRIEF DESCRIPTION OF THE SERVICES PROVIDED.**

'TASIS'. The American School in England is an independent co-educational School enrolling American and international students in grades 'Nursery', through grade 12 and boarding students in grades 9 through 12. The curriculum is American and the School seeks to carry on the tradition of excellence in American education in Europe established in 1956 by its parent School, The American School in Switzerland.

Tasis, The American School in England promotes cultural understanding and appreciation. Living, studying and socialising with students from diverse backgrounds and cultures and participating in field trips and excursions offered in the United Kingdom and throughout Europe contribute to the development of an international outlook and awareness. The American School in England endorses through all its programmes an enthusiasm for life, for learning and for personal growth within a purposeful community.

The School occupies a large site close to the village centre.

At the time of the inspection there were one hundred and fifty two boarders resident.

There was evidence of a strong community spirit having being built and maintained.

The pastoral care in terms of relationships, behaviour management and ethos is of a very good standard. The Schools management and organisational systems were evidenced as sound and both staff and the majority of students were supportive and appreciative of the Schools input into this area.

The School holds most of the required policies and procedures; however some documentation was in need of expansion. Records were well kept, though some needed expansion or new recording systems commenced.

The School is scheduled to have a substantial rebuilding programme commenced, which also includes the building of a new 'Health Centre'.

It was noted that whilst the boarding houses were broadly of the same standard there were shortfalls around the 'general' boarding provision.

There were some deficiencies in the fire prevention arrangements. The head teacher was informed that inspectors would ask the fire officer to visit the School and make any necessary requirements and recommendations.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The Schools boarding principles, policies, procedures and expectations are clearly detailed in the student's handbook and other documentation.

There is clear evidence that the School has achieved a strong community spirit and staff and students have a strong commitment to School life.

There was evidence of sound professional relationships

Most of the Schools policies, procedures and handbooks are detailed and contain an abundance of information.

The Schools recruitment and vetting procedures are basically sound and the School has agreed to take up retrospective Criminal Record Bureau checks on staff. This is sound and safe practice.

Student files are well maintained and parental consent forms are evidenced regarding a range of activities, excursions and medication procedures.

The Schools records are well kept and were easily accessed.

Staff were clear regarding Child Protection procedures.

The School provides a wide range of activities and risk assessments were held regarding all activities undertaken.

Most of the students were clear that they enjoyed life at the School and were of the opinion that the School provides a very positive educational and social experience for them.

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Some areas in the Schools medication practices and procedures need to be reviewed and updated. Detailed recommendations regarding this are set in the separate 'Pharmacy' inspection report. The Schools health and medication arrangements will also be improved when the new health centre is built.

The Schools fire precaution arrangements need to be further assessed and the Surrey County Council Fire and Rescue Service will be contacted regarding carrying out an inspection of the premises and making appropriate recommendations. There also needs to be a review of the Schools health and safety arrangements.

It would be important for the School to consider improving or creating recreational areas in boarding houses and any future long term building plans should take this into consideration.

Laundry facilities need to be reviewed and its use monitored in order to prevent misuse of facilities such as students taking, moving or discarding other student's laundry.

Some of the Schools policies and procedures need to be expanded in order to fully meet the Standards set by the National Minimum Standards for Boarding Schools.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**



This was the Schools first inspection under the Commission for Social Care Inspection.

Of the 53 standards inspected 5 standards exceeded the National Minimum Standard, 26 standards were fully met, 15 standards were mostly met, 4 standards were not met and 2 standards were not applicable to the School on this occasion.

The inspection was positive and identified many areas of sound practice.

Whilst some shortfalls were identified, a number of these were as a result of the introduction of the relatively new National Minimum Standards for Boarding Schools and were not necessarily shortfalls in the Schools previous functioning.

The School is to be commended for its ethos and practice, however it is important that improvements occur in certain areas.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

N/A

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

N/A

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.**

### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	2 .6	That the Schools 'anti-bullying' policy is expanded to include what support/guidance would be available to those who bully others.	15/12/04
2	3. 9	That the School implements a policy and procedure regarding students who are absent without authority, (from the boarding provision of the School.)	15/12/04
3	4.4	That the School list in its behaviour management and sanctions procedures the sanctions that are not permissible under The Children Act 1989 and Regulation 17, (5) (a – j) of The Children's Homes Regulations 1991.	15/12/04
4	4. 6	That the School commence a book or log to record sanctions in addition to recording them in students individual files.	15/12/04
5	4. 6 & 4. 7	That the School draws up a 'restraint' policy and procedure and also obtain a book in which to record any incidents of restraint.	15/12/04
6	5. 4	That the School include the contact address and telephone number of The Commission for Social Care Inspection in its complaint procedure.	15/12/04
7	15	That the School implement the recommendations made in the 'Pharmacist's' inspection report.	15/12/04
8	16	That a system is introduced to alert Faculty Residents that boarders are ill in their rooms and that they are trained or attempts are made to place them on training courses regarding the storage and administration of medication.	15/12/04

9	17. 2	That appropriate student welfare plans and risk assessments are consistently maintained in all relevant cases	15/12/04
10	25. 3 & 25. 5	That additional drinking water fountains or taps are provided around the School and that the location of microwaves, kettles and refrigerators in certain boarding areas are reviewed in order to avoid 'clutter'.	31/1/05
11	26. 1	That the practice of wedging fire doors open ceases and that Hoovers, ironing boards and irons are not stored in corridors in order to give clear access in the event of an emergency.	6/10/04
12	26. 1	That hammers are placed by the glass panels on interconnecting fire doors.	6/10/04
13	26.1	That the School addresses all recommendations following the Fire Officers visit and forwards a written plan to the CSCI Surrey Local Office regarding how they intend to address any recommendations.	Immediate action following the Fire Officer's inspection
14	26. 1	That the School fully review its fire policies and procedures following consultation with the fire authority.	As above
15	38. 1	That the School draw up a recruitment policy and procedure.	31/1/05
16	38. 2	That a Criminal Record Bureau check is taken up regarding one of the Schools councillors.	6/10/04
17	38. 2	That the missing references regarding one of the School councillors are located and held on file or new references are obtained.	6/10/04
18	38. 2	That the School include copies of staff birth certificates, interview notes and evidence of verification of references on individual files. (This particularly applies to staff appointed after the introduction of the National Minimum Standards for Boarding Schools.)	15/11/ 04
19	40. 1	That the School undertake a review of the heating and ventilation systems in the boarding houses and free any stuck windows in order to allow more ventilation.	31/1/04
20	40. 5	That soft seating is provided in some of the boarding communal areas.	31/1/05
21	42. 5 & 42. 2	That the School develop guidance on the use of bunk beds and in some cases review the citing of beds by sloping ceilings that do not allow students to fully sit up in bed, eg The New East Wing (Room 3.)	31/1/05

22	42. 1	That the School review the use of the bedroom on the ground floor accommodation regarding its current use as a double bedroom as opposed to single provision.	31/1/05
23	42	That the School only installs overhead bed lights with covers rather than the type without covers and review/risk assess the type without covers currently in use.	1/12/04
24	44. 3	That the type of locks used on all toilet and bathing facilities are reviewed and that all existing locks ensure adequate privacy.	15/11/044
25	44. 1	That the School plan a programme of refurbishment in toilet and bathroom facilities in order to afford greater privacy.	31/1/05
26	44. 3 (3)	Each toilet used by girl boarders should be provided with a sanitary bin.	31/1/05
27	41. 1	That the use of the toilet where the window opens into the conservatory is reviewed or sufficient ventilation is installed in order that the window need not be opened at all.	31/105
28	47. 2	That students electrical equipment is checked and made safe regarding backs missing from computers, trailing wires and hair-tongues left plugged in and that a list of portable electrical appliances for students is drawn up and checked by a qualified person.	6/11/03
29	47. 1	That the School review its risk assessments of the premises.	31/1/05
30	47. 1	That the School have a supply of water near the incinerator in case of emergencies.	6/10/04
31	47. 9	That the large unfenced pond is risk assessed.	31/1/05
32	47. 3	That windows above ground floor level in boarding and recreational areas are fitted with opening restrictors where necessary or are risk assessed regarding less hazardous areas.	31/1/05
33	47. 1	That handrails are fitted to the stairs in Orchard 1 and Pax boarding houses,	31/1/05
34	47. 1	That the School review the safety of the 'springy' stairs to the main house in The Lodge.	31/1/05
35	47. 1	That the boiler tank cupboard in the student's dormitory in Pax boarding house is kept locked.	6/10/04
36	49. 1	That the School fully review its internal laundry facilities. (This does not apply to the external contract service.)	31/3/05

37	47.1	That the open gas emergency control switch in the laundry is risk assessed and security measures implemented if necessary.	31/1/05
38	50. 2	That the School makes arrangements so that female students can purchase 'discretely' items of feminine personal hygiene.	31/12/04

#### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	3	That the School include in its Child Protection policy the different types of abuse that can occur i.e., physical, sexual emotional, financial and neglect.
2	4	That the School acknowledge and consider the opinions of boarders over 18 years of age who conveyed to the inspectors their wish for the School to permit this age group to smoke and consume alcohol, (subject to restrictions.)
3	40	That the School review its boarding provision (particularly in view of the high standards achieved regarding other buildings and facilities in the School.) regarding any future development plans the School may have.
4	18. 1	That the head teacher explore further the students view conveyed in the anonymous questionnaire.

\*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

**PART B****INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	4/10/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	30.00
Number of Inspector Days spent on site	10.14

**Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.**

**SCHOOL INFORMATION:****AGE RANGE OF BOARDING  
PUPILS****FRO  
M**

13

**TO**

18

**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys**

82

**Girls**

70

**Total**

152

**Number of separate Boarding Houses**

12

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
| 3 - Standard Met        | (No Shortfalls)    |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met    | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.



## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

### Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

#### Key Findings and Evidence

#### Standard met?

4

The School has an attractive and informative prospectus, which accurately describes the service provided by the School. In addition there is a comprehensive students (Upper School) handbook. This has been prepared to an excellent standard. The handbook provides information about School policies, procedures, rules and expectations. The handbook also contains a diary and other information useful to students.

The staff responsible for the preparation of the handbook are to be commended for their efforts and attention to detail.

A comprehensive staff handbook is also held.

During interviews and group discussions students confirmed that they were in receipt of the School prospectus and student handbook.

<b>Standard 2 (2.1 – 2.6)</b> <b>The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The School has a policy and procedure regarding countering 'bullying'. The policy is also included in the student's handbook. The policy is detailed and covers five stages and includes the telephone number of 'Childline'. However the policy needs to be expanded commensurate to Standard 2. 6 of the National Minimum Standards for Boarding Schools to include what support / guidance could be available to those who bully others. In addition to the policy being included in documentation it is also displayed at various locations around the School.</p> <p>Staff and students interviewed thought that bullying was not an issue in the School. The students questionnaires revealed that 77.6% of students thought they do not get bullied at all, 15.4% thought they hardly get bullied, 3.9% thought they sometimes get bullied, 0.9% stated they often get bullied and 2.3% of students were of the opinion that they get bullied most of the time.</p> <p>During the inspection no bullying or intimidating behaviour between students was observed. Staff and students stated that they were not aware of any current 'initiation' ceremonies within the School.</p>		
<b>PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED</b>	<b>93</b>	<b>%</b>

**Standard 3 (3.1 – 3.9)**

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

**Key Findings and Evidence****Standard met?****2**

The School has an internal policy and procedure regarding Child Protection. In addition the School holds the Surrey County Council Multi-Agency Child Protection procedures.

Whilst the Schools internal policy is detailed it would be important to list the various types of abuse that may occur i.e. physical, sexual, emotional, financial and neglect.

The School has a policy and procedure regarding 'truancy'; however this relates to students missing from classroom lessons rather than absconding from the School campus. It would be important that a policy and procedure regarding unauthorised absences from the School is drawn up. It is important that the School refer to Standard 3. 9 of the National Minimum Standards for Boarding Schools when formulating the procedure.

The School has a designated Child Protection Liaison Officer. This person has received training in the area of Child Protection via the Surrey County Council Multi-Agency Course; however it is important that other key staff in the boarding sector attend such training and that this is cascaded to all staff who have boarding responsibilities. During interview the maintenance staff stated that they had not received any Child Protection training. It is important that maintenance and auxiliary staff also receive training in this area commensurate to their roles and level of student contact. Nevertheless maintenance and other staff were clear regarding the Schools Child Protection Procedures and were adamant that they would be prepared to 'whistle-blow' on any colleague should circumstances warrant it.

Prior to the inspection a Child Protection matter arose regarding a 'day pupil'. It must be noted that the issue did not occur within the School or involve any of the staff or other students. The matter was immediately acted upon by staff and appropriate notifications made. Staff are to be commended for their prompt action in the matter.

**Standard 4 (4.1 - 4.7)**

**The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.**

**Key Findings and Evidence****Standard met?****2**

The School has a behaviour management policy and procedure.

The policy clearly outlines conduct expectations and includes the School disciplinary process. Detailed in the policy is a list of disciplinary options that may be used. All sanctions listed are permissible under English law. It would however be important to list in the document the sanctions that are not permissible under the Children Act 1989 and Regulation 17, (5) (a – j) of the Children's Homes Regulations 2001. This list also appears in Standard 4. 4 of the National Minimum Standards for Boarding Schools.

Sanctions are used sparingly and mostly include verbal reprimands, loss of privileges, early check ins, detention and Friday and Saturday detention. Students are charged £5. 00 for Saturday detentions. The money is used to pay for 'proctor' time and goes to charitable causes.

The students questionnaires revealed that 18.2% of students thought that sanctions are always given out fairly, 31.6% thought almost always fairly, 35.8% most of the time given out fairly 11.1% often given out unfairly and 4.8% almost always given out unfairly.

Some of the older students (aged 16 – 18 years) thought that the School should review its policy regarding the prohibition of smoking and alcohol in respect of those who are legally old enough to smoke or consume alcohol. Other students thought the School rules to be somewhat 'strict'; however the majority thought the behavioural ethos to be fair and acceptable.

Sanctions are recorded on student's individual files. A sample of files was inspected.

Sanctions administered were consistent with the School's policies and Standard 4. 4 of the National Minimum Standards for Boarding Schools.

In addition to recording sanctions in individual student's files it would be important to record them consistent with Standard 4. 6 of the National Minimum Standards for Boarding Schools i.e. in a suitable book or log.

The School does not use physical restraint on students; however it is important that a restraint policy and procedure is drawn up in order to cover any future eventualities and that a suitable book is used to record such details under the circumstances described under Standard 4. 7 of the National Minimum Standards for Boarding Schools.

Staff and students interviewed stated that physical restraint is not used in the School. During the inspection none of the students were observed to be a problem in terms of management or control.

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The School has a written complaints procedure. There is also reference to the complaint procedure in the staff and student handbooks. The policy and procedure is detailed; however a recommendation will be made to include the contact address and telephone number of the Commission for Social Care Inspection Surrey Local Office in the complaint documentation. Complaints are appropriately recorded and acted upon.</p> <p>Whilst students interviewed confirmed receipt of the boarding student handbook, some stated that they were not aware of information regarding complaints. The complaint section is clearly detailed in the handbook and this was conveyed to these students by the inspector and some of their peers.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The School has a wide range of written risk assessments covering the premises and activities.</p> <p>There is a clear and detailed policy regarding the use of drugs and alcohol.</p> <p>The policy states that the possession, distribution or use of illegal substances and alcohol is strictly forbidden.</p> <p>The policy further states that if a student is suspected of using illegal drugs or consuming alcohol a 'drug/sobriety test may be used to make that determination.</p> <p>Such tests would be administered on the School campus or at School sponsored events.</p> <p>Breaches of the drugs/alcohol policy will be subject to disciplinary action, which may include in-School suspension, out-of School suspension, or dismissal.</p>		

<b>Standard 7 (7.1 - 7.5)</b> <b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Most of the student records inspected held adequate information regarding health and welfare issues; however some records were more detailed than others. A recommendation is made under Standard 17 regarding these areas.</p>		

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

### Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

#### Key Findings and Evidence

#### Standard met?

3

The boarding sector is managed by the 'Dean of Student Life' whom is assisted by two 'Boarding' Co-ordinators.

There is regular communication between the boarding management team and the headmaster.

The School has a 'Faculty' handbook. This is a very comprehensive handbook dated 2004/ 5 and includes a section dedicated to the boarding component of the School.

Boarding staff (known as 'Residents') have substantial experience in the area of boarding and are committed to such provision.

### Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

#### Key Findings and Evidence

#### Standard met?

4

The School has recently prepared a 'crises' management policy and procedure.

The policy is very comprehensive and covers a wide range of potential occurrences, including possible threats of a politically motivated nature.

The author of the policy is to be commended for their diligence and thoroughness in the preparation of this policy.

### Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

#### Key Findings and Evidence

#### Standard met?

3

The School separates genders into different boarding houses and age separation is also evident. There was no individual house that had significantly poorer facilities.

The principles of boarding practice were also consistent throughout the school and individual ages of boarders were appropriately separated.

**Standard 11 (11.1 - 11.6)**

**There should be an appropriate range and choice of activities for boarders outside teaching time.**

**Key Findings and Evidence****Standard met?****3**

The school activities programme for 2004-2005 was viewed and had a wide range of activities for boarders. These were divided into the Fall, Winter and Spring seasons. Team sports included were volleyball, soccer, golf, baseball, squash, dance, badminton, aerobics, tennis, yoga, riding and recreational sports. Individual interests included theatre, photography and participation in film, chess, art and debate clubs. Discussions with boarders in relation to activities were very positive. One comment was that "you can't be board here". Boarders felt they were given choice and were generally happy with the activities the school provided. It was noted that the school's activities were open to both boys and girls.

Boarders interviewed stated that depending on the activities they choose they had sufficient free time. Older boarders stated that at the weekends they could obtain passes and go into London if permission is granted from their parents.

The permission slips were viewed on the day of inspection and the inspectors noted that thirty-one parents did not give permission for their child to take part in water sports activities. The teaching staff and the head confirmed that when permission is not granted the named boarders are not included in the water sports.

**Standard 12 (12.1 - 12.2)**

**Boarders have opportunity to contribute views to the operation of boarding provision.**

**Key Findings and Evidence****Standard met?****3**

The School has a student council, which may convey the views and opinions of students. In addition dormitory/house meetings are arranged when appropriate.

Most of the students interviewed were of the opinion that their views are listened to and that they can make a contribution to the life of the School.

There is also a written survey that students complete at the end of each term.

**Standard 13 (13.1 - 13.7)**

**Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.**

**Key Findings and Evidence****Standard met?****3**

The role and responsibilities of prefects is set in comprehensive detail in the faculty handbook. In addition the expectations of the School from prefects is clearly listed citing the personal qualities of honour, leadership and trustworthiness.

Reference to prefects is also contained in the student's handbook.

Prefects are selected following application, recommendation and interview.

Prefects have an induction programme and their performance and conduct is monitored by staff. Part of their induction is to 'shadow' current or past prefects.

Prefects interviewed were clear about their responsibilities and spoke confidently about their role to the inspectors.

Prefects stated that the only sanctions they can impose are early check-ins and 'restricted' Fridays (curtailing activities and free time on that evening.)

Some student's thought that prefects gave out sanctions too readily; however the majority were of the view that prefects act in a fair and responsible manner.

**Standard 14 (14.1 - 14.6)**

**Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.**

**Key Findings and Evidence****Standard met?****2**

The School has two counsellors to whom students can talk to if they do not wish to discuss matters with other School staff.

The School counsellors hold professional qualifications in their field. Copies of professional qualifications were held in the sample of staff files inspected. It was noted however that one of the counsellor's files did not hold a Criminal Records Bureau check or any references. It is important that the references are located or re-applied for and that a Criminal Records Bureau checks is undertaken. A welfare recommendation will be made regarding this under Standard 38. 2 of this report.

The student's questionnaires revealed that only 13.6% of students would talk to a counsellor if they were unhappy about anything at the School. The questionnaire also revealed that if students were unhappy they would approach: the Head Teacher 21.7%, Older Staff 22.6%, Younger Staff 18.6%, Their Parents 53.4%, Tutor 17.5%, School Doctor 4.6%, Chaplain 1.9%, House Matron 11.9%, Senior Students 35.3%, Friends 78.1%, Residents 15.4%, Staff Family 8.1% and School Nurse 7.0%.



## **WELFARE SUPPORT TO BOARDERS**

**The intended outcomes for the following set of standards are:**

- **Boarders receive first aid and health care as necessary.**
- **Boarders are adequately supervised and looked after when ill.**
- **Boarders are supported in relation to any health or personal problems.**
- **Boarders do not experience inappropriate discrimination.**
- **Boarders can maintain private contact with their parents and families.**
- **Boarders' possessions and money are protected.**
- **New boarders are introduced to the school's procedures and operation, and are enabled to settle in.**
- **Boarders' welfare is protected in any appointment of educational guardians by the school.**
- **Risk assessment and school record keeping contribute to boarders' welfare.**
- **Boarders receive good quality catering provision.**
- **Boarders have access to food and drinking water in addition to main meals.**
- **Boarders are protected from the risk of fire.**
- **Boarders' welfare is not compromised by unusual or onerous demands.**
- **The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.**
- **Boarders' safety and welfare are protected during high-risk activities.**
- **Boarders have appropriate access to information and facilities outside the school.**

<b>Standard 15 (15.1 - 15.14)</b> <b>Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The following is a general summary of the Pharmacist's inspection. A separate and more detailed report including recommendation made is available at the School.</p> <p>The inspection took place on 4 October 2004 and is the first specialist pharmacist inspection of this service under The Care Standards Act 2000.</p> <p>It found that, whilst in the majority of instances medication was being handled appropriately in the school, there were a number of shortfalls.. These related mainly to the re-dispensing of medication by staff, such that medication was not being supplied or administered directly from its original labelled containers. Some of the practises described in the report result from the restricted facilities in the health centre. It is acknowledged that a new health centre is scheduled to be built in the near future. The Commission for Social Care Inspection fully supports this development.</p> <p>Pupils may access the schools medical centre for treatment of first aid or illness. There are four Registered Nurses employed within the medical centre. There is an on call system and nurses are called out after 5.30pm. Classroom teachers have been trained to administer Epipen for those children who have allergies to nuts, eggs and shellfish. Dormitory first aid kits hold spare asthmatic drugs. Parental permission to administer medication was seen on medical records sampled. Nurses prepare detailed medical information for school trip organisers and staff assisting on trips have been first aid trained.</p> <p>Boarders can choose whether they are accompanied to the GP.</p>		

<b>Standard 16 (16.1 - 16.3)</b> <b>Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The medical centre has two isolation rooms and boarders who are ill are checked regularly. Boarders who are assessed as not well and able to stay in bed in their own rooms should be checked more effectively to ensure that they have enough food and drinks during the day. There is not a system in place to alert the Faculty Residents that boarders are ill in their rooms. Boarders are able to alert the Resident at night. The nursing staff would refer a sick boarder to the GPs practice if required. Residents should be trained to administer and store medication. Each Resident has a stock of Paracetamol, Rennie, Ibuprofen, and Lemsip. Some students stated in interview or via the questionnaires that it is sometimes difficult to convince the Schools medical staff that they are unfit for School when ill.</p>		

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Pupils with specific health problems were identified on medical records however risk assessments and welfare plans were varied. There was one example of a very full risk assessment in place and this should be replicated for all those pupils with identified health care needs. The school has a free counselling service available for pupils and boarders.</p>		

**Standard 18 (18.1 - 18.6)**

**Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.**

**Key Findings and Evidence****Standard met?****3**

The school has pupils from a number of different nationalities, cultures and backgrounds and had an anti-discrimination policy in place. Comments from boarder's pre-inspection questionnaires did not raise any issues around discrimination in any of the above categories with the exception of one student response, which was anonymous. This was brought to the attention of the Head Teacher, who assumed it was because a member of staff reprimanded a student for unacceptable behaviour towards some of his younger peers who were of the same nationality/culture. It would be important if this could be explored further by the Head Teacher in order that possible issues if any, may be satisfactorily resolved. As this matter is not substantiated at this stage a score rating of 3 will be awarded; however a welfare recommendation will be made that this matter is pursued further.

Informal discussions with boarders during the course of the inspection did not indicate that discrimination or racism was an issue in the school. Observations by the inspectors were that pupils were generally polite, friendly and respectful towards one another.

Within the faculty handbook is the School's equal educational opportunities policy. The policy covers respect for cultural differences, economic, political and social rights. No issues were raised with inspectors or no indications made that any boarder was treated unfairly or their rights not respected.

**Standard 19 (19.1 - 19.6)****Boarders are enabled to contact their parents and families in private.****Key Findings and Evidence****Standard met?****3**

Boarding students 'Getting Ready' Handbook 2004-2005 included a list of numbers for calling from overseas or in the United Kingdom. The fax number for the school is also included. The inspectors observed a number of call boxes on campus and phone card telephones were also on site. Parents could reach students through the school switchboard and there are arrangements for boarders to call their parents via the switchboard through private arrangements with the school. The school receptionist is available on Fridays and Saturdays in the evening until 11.30pm where messages could be given for boarders. In case of an emergency, parents could contact the school and speak to the school administrator or the security personnel. Students are encouraged to bring cell phones and they all have this facility. There are restricted from using these during specified times of the day and after the 'switch off' time at nights. The school has a policy that all cell phone numbers be registered with the Dean of Student Life.

There is also a telephone under the stairs that can be accessed by boarders. From the pre-inspection questionnaire and from discussions with boarders no concerns were raised in relation to contacting their family and they were generally with the arrangements the school had in place. On the penultimate evening of the inspection a student mentioned to the inspectors that his cell phone had been confiscated for one week because it rang in class during a lesson. The student stated that he would therefore not be able to contact his parents or his parents contact him. The inspectors raised this matter with the Head Teacher who talked with the Dean of Student Life. It transpired that this was the second occasion the students cell phone had gone off in class within a short period of time. On the first occasion the student was given a verbal reprimand and it was because of the second occasion that a confiscation occurred. This action is clearly set in the School rules. The Dean of Student Life also pointed out that the student's parents had been informed of the confiscation and that the student could contact his parents and vice-versa by the Schools landlines. The inspector concluded that the Schools action regarding this matter was appropriate.

**Standard 20 (20.1 - 20.3)****Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.****Key Findings and Evidence****Standard met?****3**

Boarders reported to inspectors that provision is made for securing their personal possessions. Boarders are provided with a small lock-box for personal items like their mobile phone, money, letters and other treasured items. A larger lockable drawer space is also provided in addition to this. Boarders are advised to purchase locks for their laptops. Alternatively, they can choose to use the storage provided in the Business Office.

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school's 'Getting Ready Handbook' contains comprehensive information on all aspects of preparing for school life. For example, it covers registration, room assignment, settling in, individual dormitory meetings, items students can bring including hair driers, musical instruments and small stereos. Within this information are the different permission forms parents need to sign. These include trips to London, weekend overnight stays, and student activities, telephone and fax use. Senior students need permission in relation to travel and drinking alcohol on special occasions.</p> <p>The school also has an admissions pack that is provided to all new pupils, including boarders.</p>		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>The School does not have any educational guardians. Therefore this standard is not currently applicable to the School.</p>		

<b>Standard 23 (23.1 - 23.4)</b> <b>The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The head teacher stated that School records are monitored by appropriate senior staff, the Dean of School Life or the Head teacher himself. Records are monitored at each half term. The range of records inspected was well kept; however it would be important for the person monitoring the records to sign and date the records as confirmation of scrutiny. An advisory recommendation will be made regarding this.</p> <p>The student's individual files were organised and maintained to a very good standard. Student files included details such as: application forms, registration forms, classroom and progress reports, student questionnaires, prospectus, résumé, medical details and general correspondence. Held separately were parental consent forms for: London travel, week ends off campus, home stays, seniors permission for independent travel, medical consent and student activities including water sports, boating, climbing and over night trips.</p> <p>The School is to be commended for their thoroughness and diligence regarding the areas requiring parental consent.</p>		

**Standard 24 (24.1 - 24.8)**

**Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.**

**Key Findings and Evidence****Standard met?****3**

Catering is provided by an external catering company. The catering provision won an award in 2004, which can only be sought once a school has passed its environmental health inspection. The award was for healthy eating, a non-smoking environment and good standards of hygiene. There is a head chef and four further chefs. The school is awaiting a nutritionists report following inspection of the four weekly menus on the 24<sup>th</sup> July 2004. The catering manager informed the inspector that hamburgers are on the menu once per month and chips no more than once per week. Food is cooked on the premises. There was a large walk in Fridge and Freezer and both were observed to have the correct temperatures. The kitchen was in operation at the time of inspection and would be cleaned at the end of the day. Samples of food are collected and stored in the fridge. All cooks have been trained in basic food hygiene. The chef explained that every fortnight they have a themed evening, which is run by the boarders from different ethnic minorities within the school. On the second day of the inspection a Spanish evening was held and pupils and staff decorated the dining room in the Spanish flag and yellow and red napkins were placed on the tables. A varied and plentiful menu was available with a vegetarian option always on offer. This term the chef informed the inspector that when pork is the cooked meat dish that another alternative is offered as well as the vegetarian option. Snacks were not available outside of meal times but the kitchen staff informed the inspector that they do give pupils food if they are hungry. Snacks are available for purchase. Packed lunches are provided on request. The kitchen is deep cleaned every half term and every weekend the kitchen is cleaned thoroughly. Chefs are responsible for cleaning kitchen surfaces. There was a record book containing food cooked which did not have the temperatures of food recorded on a regular basis. From discussions with some of the boarders dissatisfaction was raised regarding some cultural meals. However inspectors were satisfied that the School provides sufficient diversity regarding ethnic / cultural meals.

**Standard 25 (25.1 - 25.5)**

**Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.**

**Key Findings and Evidence****Standard met?****2**

Access to drinking water was made available in some areas however it was recommended that further drinking fountains be provided. Cooking facilities within boarding areas were limited in some areas. Microwaves, kettles and fridges are stored on the landings in some buildings with very little room for manoeuvre. It is recommended that the school review these facilities.

**Standard 26 (26.1 - 26.5)**

**Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.**

**Key Findings and Evidence****Standard met?****1**

Following an inspection of the Schools fire precaution arrangements the inspectors advised that the School contact the fire authority. A request for this body to attend the school was made and the school was asked to ensure that any requirement/ recommendation made by

the Fire and Rescue Service is implemented with a detailed plan of how any issues will be addressed being sent to the Commission. Of especial discussion should be the use of glass panels being left without hammers by inter-connecting doors which might need to be opened in the case of an evacuation, the storing of irons, ironing boards and Hoovers in corridors which are fire exits and the blocking of fire exits in pupils bedrooms by young people's possessions.

Fire extinguishers were found to be on the floor and there was no evident bracket available. This led to questions about whether this extinguisher was in the right place.

Some fire doors were not considered adequate. There were gaps in the door and the expanding foam inserts were not in good order. Fire doors were at times noted to be wedged open.

The school advised inspectors that a company will be undertaking risk assessments of various health and safety issues, including fire safety in weeks following the inspection again this action is welcomed. The management is further strongly recommended to ensure that all staff are fully conversant with the school's fire safety procedures.

A full review of fire precautions and procedures was considered essential and should be considered a priority by the school.

#### **Standard 27 (27.1 - 27.3)**

**Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.**

#### **Key Findings and Evidence**

#### **Standard met?**

3

The inspectors found no unusual or onerous demands placed on boarders. No concerns were raised in the pre-inspection questionnaire or from the discussions with boarders.

#### **Standard 28 (28.1 - 28.2)**

**The welfare of any children accommodated at the school, other than pupils, is protected.**

#### **Key Findings and Evidence**

#### **Standard met?**

3

The headmaster stated that there are no children other than student boarders residing on the School campus.

**Standard 29 (29.1 - 29.6)**

**Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

**Key Findings and Evidence****Standard met?**

3

High-risk activities have comprehensive risk assessments and are subject to written parental consent.

Such activities are lead by appropriately qualified and experienced staff and instructors. The head teacher stated that the School checks the qualification and competence of external instructors. There were detailed assessments for the risk assessing activities. The activities co-ordinator had tried to access courses about risk assessment and activities but had not yet succeeded. This was considered to be beneficial and the Commission recommend that this occur. The school employed a specialised company to risk assess activities to take place abroad. The inspectors advise the school to check that they have detailed information about the qualifications and checks that are taken on additional staff supplied by this company who would be present during the trip in order to gauge a view of whether the qualifications and personnel checks were satisfactory and in line with those expected within this country. The school should also ensure that where the school provides information to pupils about voluntary work that they are clear again that the relevant CRB checks have been completed or gained agreement from parents that this is not necessary.

**Standard 30 (30.1 - 30.5)**

**Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.**

**Key Findings and Evidence****Standard met?**

3

There were activities displayed on the notice boards around the school. In addition, inspectors attended the Advisor/Advisee meeting and Assembly and noted that several announcements were made in relation to forthcoming events. The school information for boarders also contained all the local and surrounding facilities that would be of interest to boarders. Among these, were Virginia Water, Thorpe Park and local town centres. The school had clear policies and procedures in place in relation to age appropriate access to local facilities including written permission from parents.



## STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

### Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

#### Key Findings and Evidence

#### Standard met?

3

The Dean Of Student Life has a duty rota in place for teachers to ensure appropriate adult supervision for students living in the boarding community. This include during study time between 7 and 9 pm. Students on independent study are also monitored. The duty team is responsible for the welfare of boarders. Their tasks include touring the campus and supervising the evening check-in of boarders. From discussions with the staff, students and documentation viewed, inspectors were satisfied that boarders are provided with adequate supervision.

### Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

#### Key Findings and Evidence

#### Standard met?

3

The school had adequate systems in place for the supervision of boarders throughout the day and at nights. The prefects duties included assisting the faculty residents to reinforce dormitory regulations that included curfews and room inspections. Faculty Residents are responsible for the 'check-in' of boarders and this provides a monitoring tool to ensure everyone is accounted for. Boarders had access to the Faculty Resident during the night if they needed assistance or were concerned.

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Resident staff live in each boarding house and are available to the students throughout the night. Staff accommodation is located close to the student's dormitories. Students interviewed stated that they know who and where to contact staff at night.		

<b>Standard 34 (34.1 - 34.7)</b> <b>All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All staff have written job descriptions. Copies of job descriptions were held on file and staff interviewed confirmed that they were in receipt of these. The School has a comprehensive staff induction programme. New staff commence at the School ten days before the boarding students arrive. This provides an opportunity for new staff to become familiar with their environment. New staff receive the boarding facility handbook and attend a series of 'Orientation' seminars. There is then an induction period of one week. New staff have 'mentors' and also shadow established and more experienced staff.		

<b>Standard 35 (35.1 - 35.4)</b> <b>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All boarding staff are provided with the Schools boarding handbook. The handbook is comprehensive and informative and covers numerous aspects of boarding life. Staff confirmed that they are in receipt of the handbook.		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Throughout the inspection relationships between staff and students were observed to be very positive. There was evidence of good two-way communication and mutual respect. Staff related to students in a relaxed, friendly and professional manner.</p> <p>There was evidence of good humour in their relationships, coupled with the maintenance of clear professional boundaries.</p> <p>On occasions staff were observed to challenge some aspects of students behaviour and dress code. Students responded politely and obediently to staff requests.</p> <p>There was a positive, friendly and accepting atmosphere throughout the School. This did not detract from the standard of good order and discipline that was evident throughout the School.</p> <p>A minority of students mentioned in discussion or via the questionnaires that they thought some staff were too strict. This however was not the opinion of the substantial majority but the School should however be mindful of these comments.</p> <p>The management and staff are to be commended for creating and maintaining a sound community atmosphere.</p>		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The privacy of young people was found to be well upheld by staff, with pupils reporting that they knew the school's policy concerning privacy and felt that staff implemented this well.</p>		

<b>Standard 38 (38.1 - 38.10)</b> <b>Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The School does not have a written recruitment policy, however the procedures followed regarding recruitment are basically sound. Nevertheless commensurate with Standard 38. 1 of the National Minimum Standards for Boarding Schools the School will need to draw up a recruitment process recorded in writing.</p> <p>Criminal Record Bureau checks were in evidence in the sample of staff files inspected. Staff who were employed by the School prior to the current vetting procedures under The Care Standards Act 2000 do not have a Criminal Records Bureau check. In September 03 the Criminal Records Bureau issued a statement that advised retrospective checks need not be undertaken on staff that have been in service prior to current legislation. This topic was discussed with the head teacher who agreed that all staff would be checked retrospectively. This in the inspection teams view is sound and safe practice and the head teacher is to be commended for making that decision.</p> <p>The sample of staff files that were inspected held varying amounts of information; however in the main they held: application forms and curriculum vitas, two references, contracts, photographic identity, work permits, copies of qualifications and certificates, statement of intent, Criminal Record Bureau checks, and in some cases copies of birth certificates. It was noted that one of the School counsellors did not have any references on file. It is important that these are located and evidenced on file or new references obtained if the originals cannot be found. It is also important that interview notes and evidence of reference verification is held on all staff files.</p>		

<b>Standard 39 (39.1 - 39.4)</b> <b>The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school had well known policies and procedures relating to staff access to boarding areas within the school.</p> <p>There were no staff on site that did not work for the school.</p>		

## **PREMISES**

**The intended outcomes for the following set of standards are:**

- **Boarders are provided with satisfactory accommodation.**
- **Boarders have their own accommodation, secure from public intrusion.**
- **Boarders have satisfactory sleeping accommodation.**
- **Boarders have satisfactory provision to study.**
- **Boarders have adequate private toilet and washing facilities.**
- **Boarders have satisfactory provision for changing by day.**
- **Boarders have access to a range of safe recreational areas.**
- **Boarders are protected from safety hazards.**
- **Boarders are suitably accommodated when ill.**
- **Boarders' clothing and bedding are adequately laundered.**
- **Boarders can obtain personal requisites while accommodated at school.**
- **The welfare of boarders placed in lodgings is safeguarded and promoted.**
- **The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.**

**Standard 40 (40.1 - 40.8)**

**Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.**

**Key Findings and Evidence****Standard met?****2**

The boarding accommodation was generally clean and reasonably decorated. The general furnishings were of a similar standard for all pupils and free from breakages and damage. Most areas were generally clean but there was evidence that where there were high ceilings, little cleaning was completed. This led to rooms having cobwebs and light fittings/ventaxia machines needing to be cleaned. The manager of the cleaning department was aware of these issues and was taking action to deal with these issues. For example, by having a deep cleaning programme. As this is in progress a recommendation will not be made. Some pupils commented that the boarding houses were unusually cold and in summer hot. The inspectors also noted for example that there were bedrooms where the state of window frames, for example in Thorpe 2 were ill fitting and could not be opened to allow sufficient ventilation. In one conservatory, used as a common room, there was little ventilation the heat in the room on the day of inspection was exceptionally hot. Therefore the school is recommended to undertake a full review of the heating and ventilation systems within the boarding areas of the school.

The school had a variety of accommodation across the school site used as boarding accommodation. This created a diversity of boarding arrangements where some houses lacked communal areas. This led to young people who wished to remain in boarding houses only having access to their bedrooms. Sometimes this led to young people visiting their friends in bedrooms, which at times created tension between young people who shared a bedroom. It also meant that pupils had little access to snack making facilities with only refrigerators and kettles being provided often on landings and corridors. Where communal space had been allocated there were differences in the standard of comfortable provision provided in some cases the communal areas were not furnished with soft seating. It must be noted that young people made no adverse comment about the standard of accommodation provided considering that the atmosphere created by the school outweighed the deficiencies of the premises.

The school is however to be commended for the action they have taken to ensure that pupil's with a physical disability have appropriate facilities provided.

**Standard 41 (41.1 - 41.8)**

**Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.**

**Key Findings and Evidence****Standard met?****4**

The security arrangements for the school were found to be exemplary with a detailed action plan in the event of a major evacuation of the school being needed. The school employs a full 24-hour security detail that manage the security arrangements for the school.

**Standard 42 (42.1 - 42.14)**

**Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.**

**Key Findings and Evidence****Standard met?****1**

There was a programme of bed replacement and bedding was found to be clean and well organised. Boarding areas were also appropriately divided into age groups and gender. Separate facilities were provided for boarding house staff but these were located around boarding areas and provided night support to pupils should this be necessary. Boarders were provided with satisfactory facilities for storing their belongings and were also offered opportunities to store further items in a secure place.

The use of bunk beds should be reviewed. In Thorpe 2 the bunk bed did not have any steps attached. And some pupils commented that they were not always provided with ladders, which led them to get into bed by using other furniture in the room and inspectors found no clear guidance for staff on how to determine that the use of a bunk bed did not pose a risk to the young person; for example the height of a young person. Some beds usually ordinary not bunk beds, were placed under the eaves of bedrooms and led to young people not being able to sit up in bed. This matter should be reviewed. There was good evidence that young people could choose to personalise their space and were encouraged to do so. It was also positive to note that where sleepovers occurred young people were asked if a named person could use their beds.

In light of the number of trailing wires in bedrooms the school should review the adequacy of the number of plug sockets provided in each boarding house.

There was only one bedroom that was considered to be overcrowded. This bedroom was located on the ground floor of the accommodation and whilst this room was cosy and pleasant was considered to be claustrophobic. The school should reconsider whether this room can be used as a double bedroom or should be a single.

In some bedrooms there was insufficient headspace for pupils to sit up in bed, for example in The New East Wing Room 3.

The school generally provided blinds to each bedroom window throughout the school.

The inspectors considered some thought should be given to privacy, as when lights are turned on the silhouette of people within the bedrooms may be able to be seen.

The overhead lights used above boarders' beds were of two types one had a cover on it and the other did not. The school is advised to ensure that the type, which has a cover, is installed in future and should review the safety of the other type being used.

Guidance for the use of bunk beds should be developed.

**Standard 43 (43.1 - 43.2)**

**Suitable facilities for both organised and private study are available to boarders.**

**Key Findings and Evidence****Standard met?****3**

All pupils were provided with satisfactory facilities and arrangements for both for organised group and individual study.

**Standard 44 (44.1 - 44.10)**

**Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.**

**Key Findings and Evidence****Standard met?**

1

The number of toilets and showers was considered satisfactory. Most of the school's provision was provided by showers with a bath being provided in only one boarding house. The location of some bathroom blocks was considered inadequate for example in Tudor these were located next to the front door of the boarding house.

The showering and toilet facilities provided little privacy. Toilet arrangements were usually within a bathroom block including showers and in only one boarding house did showers have an outer cubicle for pupils to change and dry in. In some cases the standard of shower fitting was beginning to age and the school should consider a programme of replacement which would include the addition of showers with privacy cubicles. More urgent attention is also required to ensure that safety locks are placed on all toilet and shower facilities. In some cases entry to support a pupil in difficulty would be impeded by the lock in place. In Thorpe III main bathroom there was a broken toilet seat and the light pull was broken. In female toilet areas inadequate numbers of sanitary disposal units were provided. Each toilet to be used by girls should be provided with a sanitary bin.

In one unit the downstairs toilet window opened into the conservatory. This is not considered satisfactory and should be changed.

The school provided good quality towels for pupils colour coded to each unit.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

**Key Findings and Evidence****Standard met?**

3

The school had excellent facilities for changing areas, which were well maintained and located in appropriate areas around the school.

**Standard 46 (46.1 - 46.6)**

**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.**

**Key Findings and Evidence****Standard met?**

4

The school had an impressive array of recreational facilities kept to a high standard of refurbishment, which they continue to expand and develop. This included for example a gymnasium with proper gym facilities, a theatre block, music block, football pitches and tennis courts.



**Standard 47 (47.1 - 47.9)**

**Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.**

**Key Findings and Evidence****Standard met?****1**

Please also refer to the Standard in relation to fire prevention. The school uses a published health and safety company to assist them in developing policies and procedures.

The inspection of the boarding accommodation alerted inspectors to the inadequacy of health and safety issues being kept under regular review. For example in one bedroom the pupils own computer in Thorpe 1, which was left on had the back removed leaving exposed wiring, in others pupil's belongings blocked fire exits and there were trailing wires across several bedrooms as well as electric equipment such as hair straighteners left plugged in. Pupils' rooms were checked every morning and the staff commented on the tidiness of their rooms but issues of safety were not being adequately addressed by all staff..

Portable appliances provided by the school were checked in accordance with guidance however; those appliances provided by pupils were not checked in the same manner. The school maintenance team considered that they had not had clear guidance as to whether these appliances needed to be checked but it is the understanding of inspectors that they should. Therefore the school is recommended to ensure all pupils' electrical appliances which run from the school's main electricity supply are checked in accordance with P.A.T. regulations.

The school also undertook some risk assessment concerning the premises but this was considered basic and in need of further development.

The school has an incinerator area near the playing fields of the school. The pile of waste collected for burning was above the height of the incinerator wall, which was broken down in one place and in an area surrounded by trees. No water supply was available for the control of any fire this area and staff reported concerns about their ability to control the height of the fire produced. The school should take immediate action to minimise any potential risks. The School has a large pond which is not secured it is recommended that this area be risk assessed

The maintenance team of the school demonstrated a good understanding of the issues relating to health and safety but issues were not always implemented by all staff. It would be beneficial to review with staff their responsibilities in keeping the environment safe as identified in health and safety legislation.

Window restrictors were not used on all windows. A risk assessment should be produced which indicates whether these should be provided in some areas. One area of concern was downstairs bedroom windows in one boarding house, which were found open during the day thereby nullifying the efficacy of the coded locks to these boarding areas. In the main house bedrooms did not have such locks to the boarding areas therefore these could be accessed by any person throughout the day. Suitable locks should be provided to all boarding areas. It was positive to note that the school cleaners were aware of health and safety issues and kept cleaning equipment in a locked cupboard. The school should check that they have provided all relevant staff with details of risk assessments made under The Control of Substances Hazardous to Health (COSHH) regulations

In some units it would be beneficial to consider placing handrails on stairs to prevent accidents. For example in Orchard 1 and PAX.

In the Lodge the stairs to the main house were extremely springy and the safety of these should be reviewed.

In Pax a boiler tank was located in a pupils' bedroom but this was not locked.

Pupils commented that when they passed maintenance issues to the school these were not quickly dealt with. For example pupils reported that matters brought to the attention of the school at the beginning of term had not been repaired at the time of the inspection in October.

**Standard 48 (48.1 - 48.4)**

**Suitable accommodation should be available for the separate care of boarders who are ill.**

**Key Findings and Evidence****Standard met?**

2

The school has a large number of boarders and there are only two medical isolation rooms fit for the purpose of accommodating sick boarders. It is recommended that this facility be reviewed when upgrading the buildings of the school. There is a separate toilet within the medical room but this had to be accessed outside of the individual rooms, which meant privacy was compromised. The showers indicated for use by the medical room were in fact not working and the maintenance staff informed the inspector that these had been turned off. There were two showers available along the corridor from the medical centre but these were within the toilet block used by male pupils.

**Standard 49 (49.1 - 49.3)**

**Adequate laundry provision is made for boarders' clothing and bedding.**

**Key Findings and Evidence****Standard met?**

1

The laundry facilities for pupils were provided either by in-house facilities or by an external laundry company. The in-house facilities consisted of slot machines for washing and drying each of which cost 50 pence. The main laundry room was found to be in a poor state of repair with a cracked floor and poor décor. Pupils reported that they often found their washing on the floor if they left it in the machine and went to do something else and that the drying machine took at least £1.50 to fully dry clothes.

There were two further laundry areas in the school, which were found to be adequate. However one was located on a landing at the top of stairs to a basement area of the school. The adequacy of this issue should be considered within the school's fire policy and procedure.

The school should undertake a full review of the in-house laundry provision to ensure this is adequate.

Within the laundry is an open gas emergency control switch. The school is advised to consider the adequacy of this remaining in a communal room without any security measures being in place.

Comments received from pupils about the external laundry service were very complimentary.

**Standard 50 (50.1 - 50.2)**

**Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.**

**Key Findings and Evidence****Standard met?**

2

Within a ten minute walk is the local Post Office that sells a range of items for personal use should a boarder need minor stationery or personal provisions. These include items for female hygiene, magazines crisps and other food items. Inspectors visited the Post Office on the day of inspection and spoke to the proprietor. It was confirmed that pupils frequent the store for small purchases and that illegal items are not sold to children under the legal age. A notice relating to the sale of tobacco and alcohol is displayed in the store.

The inspectors noted however, that the school lacked facilities for female boarders to discretely purchase items for feminine personal hygiene.

**Standard 51 (51.1 - 51.11)**

**Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.**

**Key Findings and Evidence****Standard met?**

9

This standard is not applicable to the School.

**Standard 52 (52.1 - 52.8)**

**Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.**

**Key Findings and Evidence****Standard met?**

3

From discussions with the Faculty Residents and boarders the inspectors were satisfied that accommodation arranged was to a satisfactory standard. The inspectors were also satisfied that boarders were supervised during their time away from the school. The inspectors understood from the Faculty Residents that procedures are followed in relation to the necessary checks required as part of the planning process.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

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**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We are working on the best way to include responses in the published report. In the meantime responses received are available on request.

We would welcome comments on the content of this report relating to the Inspection conducted on 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> October 04 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the CSCI in response to Head's comments:**

Amendments to the report were necessary

Comments were received from the Head

Head's comments/factual amendments were incorporated into the final inspection report

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

Action plan was received at the point of publication

Action plan covers all the recommended actions in a timely fashion

Action plan did not cover all the recommended actions and required further discussion

Head has declined to provide an action plan

Other: &lt;enter details here&gt;

### D.3 HEAD'S AGREEMENT

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_**  
**confirm that the contents of this report are a fair and accurate representation**  
**of the facts relating to the inspection conducted on the above date(s) and that**  
**I agree with the recommended actions made and will seek to comply with**  
**these.**

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_**  
**am unable to confirm that the contents of this report are a fair and accurate**  
**representation of the facts relating to the inspection conducted on the above**  
**date(s) for the following reasons:**

--

Print Name \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

Date \_\_\_\_\_

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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