

inspection report

Boarding School

Box Hill School

Mickleham

Dorking

Surrey

RH5 6EA

16th March 2005

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**

Box Hill School

Address

Mickleham, Dorking, Surrey, RH5 6EA

Tel No:

01372 373382

Fax No:

01372 363942

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

Box Hill School Trust Limited

Name of Head

Mr M. Eagers

CSCI Classification

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

NA

Date of Inspection Visit		16 March 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Ms G Moorey	106133
Name of CSCI Inspector	2	Mrs L Driver	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Lynne Heath	
Name of Lay Assessor (if applicable) 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.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR SIMON POWELL	

CONTENTS

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**
 - What the school should do better in Boarding Welfare**
 - Conclusions and overview of findings on Boarding Welfare**
 - Notifications to Local Education Authority or Secretary of State**
 - Implementation of Recommended Actions from last inspection**
 - Recommended Actions from this inspection**
 - Advisory Recommendations from this inspection**

- 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**
 - 5. Premises**

- 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 Box Hill School.

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.

Box Hill School was founded by Mr Roy McComish, a housemaster from Gordonstoun.

The school follows the philosophy of Dr. Kurt Hahn, the founder of Gordonstoun in Scotland and Salem in Germany, both now sister schools of Box Hill. In 1966 Box Hill was one of six founder members of the international group named 'Round Square' based on common ideals and a belief in pupil responsibility, service to others, outdoor adventure, and international understanding.

The school has up to 360 pupils to which 154 are boarders. There are five boarding houses two of which are sixth form. The school has an all round approach to both the education and pastoral care of the young people. The school has a multi cultural community and looks to meet any needs presented by the overseas students.

The headmaster of the school is Mr Mark Eagers who has been in place for 18 months.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

1. The headmaster Mr Mark Eagers has been in place for the last eighteen months over this period of time the school has continued to develop within all areas. During the inspection the feedback about the developments and the headmaster were very positive from both staff and the students.

The school has a community feeling which is enhanced by regular events held such as the Jazz and Rock weeks.

The school has a clear development in place that looks at both the short term plan and the longer view to the future.

2. The school offer the young people a wide and varied choice of activities including the programme that is run at the weekends for the boarders. The inspector observed the clubs and activities programme this reflected a good range of choice to meet all of the students interests.

The students reflected in both the questionnaires and discussion groups that they were happy and satisfied with the level of activities that were offered within the school.

The school undertakes the detailed planning of the overseas visits and activities from the initial plan to the detailed instructions given to staff and students during the visit. The Risk Assessment is very thorough and there are detailed emergency instructions for students. Staff are aware that risk assessments have to be completed before they are permitted to take a visit off site and risk assessments have also been completed for high or medium risk activities on site e.g. hard ball sports like cricket, hockey, athletics and swimming etc. The responsibility for these Risk Assessments lies with the teacher in charge or the leader of the party whichever applies.

3. The relationships shared between the students and staff have a supportive caring feeling but are conducted in a professional age appropriate manner. The pupils reflected that they felt listened too and felt happy to be with the adults and able to form supportive relationships. The Inspectors felt that the school covered the area of Health Education in a comprehensive manner with a range of information available to the students outside of the classroom.

4. The inspectors observed that behaviour and conduct of the students around the school was excellent. The atmosphere is relaxed although there are clear boundaries and guidelines for the young people. The school seems to reflect the development and progress made over the last eighteen months.

5. The school has developed a Crisis Management Plan that is both imaginative and comprehensive of the requirements of the standard. The plan takes into consideration all aspects and the possibilities related to management of emergencies.

The generally environment around the school takes into consideration the safety and security of the students through all aspects of their time spent at the school during the day and within the boarding facilities.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

1. The Inspector who looked at the provision of medical assistance found several areas where the school needs to improve the facilities. This included the care of ill students and the sickbay. The provision of nursing.

The development of new policies and consent forms and the implementation of welfare and health plans for those students with significant issues.

2. The school as a whole needs to up date the system of written risk assessments to look at the risks that could be encountered by the students in the grounds and buildings.

The school needs to look any potential health and safety risks such as window restrictors, trailing flexes and safety glass.

3. The school needs to implement a system of updating and bringing staff records up to recommendation of Standard 38 that is inclusive of references and verification of these documents. The school also needs to ensure that all staff living within the boarding houses who are not employed by the school have written agreements concerning the boundaries of their contact with the boarders.

4. The boarding facilities with the school on and off site do vary in quality and need to remain on a rolling development programme. In the short term the school needs to concentrate on not overcrowding room and looking at some of the facilities that appear tired and old.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Over the course of the inspection the Inspectors found that the school provides the young people with an all round comprehensive, consistent approach to their pastoral care. The students felt that the boarding environment was supportive and caring and that they were able to develop appropriate relationships with the adults around them. The Inspectors observed that any issues or problems raised by the students whether within the school or in their home life were dealt with in a sensitive manner.

The school welcomed the Inspectors and enabled the inspection process by organising the three days and arranged interviews with the relevant staff and the pupils. All of the staff and young people were open to discussion about all aspects of their lives and roles within the school. Throughout the inspection the Inspectors observed the warm, respectful professional relationships between pupils and staff.

The overall outcomes of the discussion groups with the students, and the questions asked were answered honestly and highlighted on the whole that the students were generally satisfied and happy with the pastoral care provision within the school.

The Inspectors was able to evidence the findings of the inspection through discussion groups with the staff and children. Also through the documents and paperwork in place at the school.

The following information is a summary of the information held within the report:

Welfare Policies and Procedures, Standards 1-7.

Standards 1-7, the school scored 5 threes, 1 two and 1 four. The 1 four, where the school exceeded the standard was Standard 1, Statement of boarding principles and practice. There was a recommendation related to Standard 7, Boarders' health records.

Organisation and Management, Standards 8-14.

Standards 8-14, the school scored 6, threes and 1 four. The 1 four, where the school exceeded the standard was Standard 9, Crisis Management.

Welfare Support to Boarders, Standards 15-30.

Standards 15-30, the school scored 4 twos, 8 threes, 1 four and three standards were not applicable to the school. The 1 four, where the school exceeded the standard was Standard 29, High- risk activities and risk assessment. There were recommendations related to Standard 15, Medical treatment and first aid, Standard 16, Care of ill boarders, Standard 17, Management of health and personal problems and Standard 23, Monitoring of Records. Standards 22, 27 and 28 were not applicable to practice within the school.

Staffing, Standards 31-39.

Standards 31-39, the school scored 5 threes, 2 twos and 2 fours. There were recommendations related to Standard 38, Staff recruitment and checks on other adults and Standard 39, Adult access to boarders and accommodation. The 2 fours, where the school exceeded the standard were Standard 32, Supervision of boarders leaving the school site and Standard 36, Staff/boarder relationships.

Premises, Standards 40-53.

Standards 40-53, the school scored 7 threes, 2 twos, 1 one and 3 fours. There were recommendations related to Standard 42, Sleeping accommodation, Standard 47, Safety hazards and risk assessment and Standard 48, Accommodation for sick pupils. The 3 fours, where the school exceeded the standard were Standard 50, Stationary and personal items, Standard 51, Lodgings (long stay) and Standard 52, Off site accommodation and exchanges (short-term).

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

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.	NMS7, NMS17	The school needs to develop individual welfare plans to ensure all welfare and medical needs are addressed and made available to staff.	May 05.
2.	NMS15	15.12.The school needs to ensure a senior member of the school staff monitors the medical centres records on a regular basis as stated in schedule 3 of the NMS for Boarding Schools.	May 05.
3.	NMS15	15.14 The school needs to ensure consent for the administration of first aid is in place.	May 05.
4.	NMS 15	The school needs to review the working hours and number of days the nurses provide cover in the Sanatorium.	July 05.
5.	NMS23	The school needs to ensure that all records as stated in schedule 3 are monitored regularly by a senior member of school staff.	May 05.
6.	NMS38	The school needs to develop a system for both academic and non-academic staff to ensure that all the recommended checks are undertaken as stated in 38.2	July 05.
7.	NMS39	The school needs to develop a written agreement with non-employed staff living in staff accommodation attached to the boarding houses.	May 05.

8.	NMS 47	The school needs to ensure all windows above the ground floor in boarding accommodation have been risk assessed and those presenting as a risk are fitted with restrictors or alternative safety measures. The school also needs ensure all areas of possible risk in the school grounds are risk assessed.	May 05
9.	NMS48	The school needs to ensure provision for sick boarders meets all the recommendations of standard 48.	Sept 05.

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.	NMS 42	The school needs to continue on its current development plan of the boarding facilities. However the school does need to ensure in the short term that all the young people have appropriate beds and are not sleeping in overcrowded rooms.
2.	NMS26	Review system of signing in and out book/log to ensure knowledge of boarder whereabouts at all times in relation to fire safety/evacuation.
3.	NMS47	The PAT testing of electrical items brought into school by the students needs to be undertaken more than annually and house staff need to inform the maintenance team when new items are brought into school.
4.	NMS 3	The Child Protection Officer needs to offer a refresher training session for the ancillary staff.

*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	YES
• 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	YES
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	YES
Individual interviews with pupil(s)	NO

Date of Inspection	16/03/05
Time of Inspection	8.45AM
Duration of Inspection (hrs.)	96
Number of Inspector Days spent on site	2.5

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**

11

TO

19

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

100

Girls

54

Total

154

Number of separate Boarding Houses

5

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 prospectus and the information leaflet cover the required guidance for the parents/students and other visiting professionals.

The information does reflect the school's ethos as a 'Round Square' establishment. This was confirmed by both the children, staff and through the observations of the inspectors.

Standard 2 (2.1 – 2.6)

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.

Key Findings and Evidence

Standard met?

3

Box Hill school appears to have an effective policy to counter bullying and this appears to be successfully implemented in practice. The policy is located in the Staff Handbook and provides a definition of bullying, signs to be aware of as well as steps to be taken to combat it. This is tackled through the school support systems as well as the curriculum. Additionally the procedure for staff to follow is clearly outlined, as are possible sanctions.

Through student discussion groups the Inspectors were informed that bullying was not a significant issue and one where it was not tolerated. However some of the students did highlight specific incidents. Students stated that there were adults that they could turn to, to either report incidents of bullying or for support.

Student survey highlighted that 82% of the pupils stated that they were never or rarely bullied.

Within both the Student Handbook and Parents Handbook there is guidance on the issue of bullying and how to complain and contact the school with concerns.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	82	%
--	-----------	----------

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?

3

The school has a comprehensive Child Protection Policy that has been written with reference to the Local Authority guidance and protocols. The policy clearly states aims and procedures highlighting various guidance on issues of child abuse. The policy also looks at allegations against staff and whistle-blowing. The policy is available to all staff within the establishment.

Correspondence from the local authority Social and Caring Services prior to the inspection confirmed that the school follows procedures appropriately and deals with any matters promptly and efficiently. The school had to initiate a Child Protection investigation earlier in the year due to an incident outside of the school. The incident was observed to be dealt with appropriately following guidance within the policy.

The Inspector met with the Child Protection representative for the School who is currently a member of the local Safeguarding Children Group. The Inspector observed through the conversation held, looking at relevant documents and the process used to deal with child protection issues that the representative was able to both deal with any incidents and give clear guidance to staff members.

The staff team both academic and non-academic had received some form of training or guidance. However on speaking to the maintenance team the Inspectors felt that a refresher session would be advised to cover all issues involved with Child Protection.

The Staff Handbook contains the policy guidance on dealing with missing students, with an appropriate procedural response.

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?

3

The school has a policy in place that details behaviour management, discipline and the use of punishments and this is available to students, parents and staff. The policy is to be found in the Staff Handbook and details school rules, discipline and sanctions.

The Inspection team found that although there was a general consistency between houses regarding the sanctions used in the school and these did not breach the policy. Each house has its own recording system that highlighted any incidents and the sanctions used.

Student surveys highlighted that 83% of the students stated that they felt that sanctions were

Always Fair, Almost Fair and that Mostly Fair.

The Inspection team were not informed of and did not observe that any idiosyncratic activity existed in the school. There is a prefect system in place but no power is afforded them over the other students.

The school does have a policy on the use of physical intervention and this is located in the Staff Handbook within the Child Protection policy.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence

Standard met?

3

The school has an appropriate policy on responding to complaints from students and parents. This is outlined in the Staff Handbook and is summarised in the Pupil Handbook and on individual houses notice boards.

The Inspector was informed that complaints are dealt with at a local level in the first instance, for example Tutors or Housemasters/Mistresses and may be referred up the line management structure if required. Alternatively those making a complaint may contact a member of the senior management team to begin with if required.

The school will need to provide the contact details for students and parents of the Commission for Social Care Inspection.

Number of complaints, if any, received by CSCI about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence

Standard met?

3

The school has policies and procedures in place to look at possible health risks such as alcohol, drug use and smoking. Personal, social and health education is delivered through a structured, age related programme in the academic side of school. The school hopes to arrange in the future for various professional health groups to come into the school and discuss significant health and welfare issues.

The Child Protection Officer in the school has various information on health and welfare, these are available to the students and are kept in the Reading Room.

The school has clear guidelines on the use of alcohol and smoking. There are clear sanctions attached if pupils are caught in either situation. The policy on the taking of illegal substances, the school does operate random drug testing with parental consent.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

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

The school has relevant information regarding boarder's health and welfare records in respect of significant drug reactions, major allergies and notable medical conditions. This information is made available for who are likely to administer medication.

Records also include identification of the person with parental responsibility, contact details and any other emergency information.

The school need to develop information, i.e.: individual welfare plans, about welfare needs and special provision and makes them available to staff with a need to know basis. See Standard 17 for more information.

Records are kept securely and confidentiality is protected.

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 school has a board of Governors and regular meetings are held to review boarding and all other aspects of the school. There is not a specific person on the board who oversees the welfare of the young people.

The senior house staff are offered the Boarding Schools Association training courses. All the head's of houses are very experienced members of staff and have a dual role within the academic body.

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 a comprehensive emergency plan that covers many potential crisis; These include, site disasters, off site disasters, off site hazards, death/serious injury to pupils or staff, violence to staff and pupils, hostage taking, intruder access, strike action, bomb threat, infectious health hazard, vandalism/arson and adverse media attention.

There is a separate fire risk assessment and plan in place, plus a comprehensive health and safety policy that covers accidents. The schools child protection policy covers serious allegations.

The policies and procedures in place are clearly written and identify areas of individual responsibilities.

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**

There are physical and facilitate differences between the boarding houses. The diversity in size and location to the different boarding houses results in the inspector's opinion in a variation of the standards experienced by the pupils who board at Box Hill.

The boarding experience for both the male and female students is fairly similar due to the various boarding facilities.

Each house has a student handbook specific to the boarding environment that contains reference to boarding practice.

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 provides a wide range of activities, both indoor and outdoor. The school has excellent sporting facilities. Weekends are very well catered for with the school publishing their termly calendar of trips well in advance; these were seen to be varied and interesting and boarders felt that there was always plenty to do. Safeguards are in place to ensure that no inappropriate material is accessed on the internet.

Some of the senior boarders said that they felt they had very little free time during the week and would like a little longer in the evenings – particularly to practise instruments.

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**

Boarders felt that they were able to make their views known and felt that these were considered and acted upon when reasonable.

The school has recently formed a school council and a food committee. These contain representatives from each year.

Within both the questionnaires and the discussion groups the young people felt they could and would access an adult if needed.

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 school operates a system of Syndicates, Reeves and House Captains, thus ensuring a range of pupils have the opportunity to take on roles of leaderships.

Job description ensure that those with positions of responsibility understand their roles. Any problems are reported to staff and prefects are not allowed to impose sanctions. All boarders spoken to said that prefects did not abuse their roles and were generally helpful and more like older brothers and sisters.

Due to the school ethos leadership and responsibility is encouraged for all the students at whatever age or period of school life they are experiencing.

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?****3**

Boarders reported feeling well supported and felt that there was a wide range of people to talk to, ranging from older pupils to tutors and House staff.

The students were aware of the role of the school counsellor, but did not seem clear on how to contact her. Some boarders thought that contact was through tutors, and others thought they had to phone directly. The school charges for this service so it is possible that, in some cases, there would be a reluctance to use it as parents would be aware of it.

Boarders spoke highly of the new chaplain and his involvement in the life of the school; they felt he was very approachable. The counsellor and chaplain are both CRB checked.

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.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

2

The school medical provision is provided by an external nursing agency. All nurses who carry out duties at the school have been CRB checked and have active registrations with The Nursing and Midwifery Council. The nurses provide a good service between the hours of 09.30 am and 6pm Monday to Friday. It is advised that the school look at reviewing the service offered in respect of hours and numbers of days nurse are available. Outside these hours boarding staff deliver first aid and administer medication, however if a boarder is sick outside of these times they are cared for in their boarding houses by staff, not in a separate area. This is not in accordance with the recommendations of the NMS for Boarding Schools taking the numbers of boarders into account. This needs to be taken into consideration with Standard 48.

The nurses have access to a named doctor who visits regularly. Records are kept of all treatment and medication given. Outside of nurse's hours the boarding staff administer medication, however there is no written protocol in place for this as recommended in the NMS for Boarding Schools.

Consent for the administration of prescribed and non-prescribed medication is in place, and the school now need to ensure that consent for the administration of first aid is also in place.

All medication seen was stored in a secure cupboard.
 The inspector was informed that the medical records kept by the nurses, (not GP records) are not monitored by a senior member of the school staff as recommended in the NMS
 The accident book, well used, needs to be forwarded to a member of staff with health and safety responsibility to monitor and act on any findings where improvements could be carried out.
 The headmaster and senior members of the school staff are aware of the need to tighten up in the medical aspect of the school.

Standard 16 (16.1 - 16.3) 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.		
Key Findings and Evidence	Standard met?	2
<p>The school has provision for ill boarders to be cared for during the hours of 09.30am to 6pm Monday to Friday. They can summon assistance readily and rapidly if necessary.</p> <p>Outside of the above hours ill boarders are cared for in their own dormitories in their boarding houses by boarding staff. This means they do not have separate accommodation away from others as recommended in this standard.</p> <p>It is advised the school review this situation taking Standards 15 and 48 into consideration at the same time.</p>		

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	2
<p>The school does not have any written welfare plans as recommended in this standard and are advised to address this in the near future. See Standard 17.2.</p> <p>The inspector saw some evidence of information available to staff concerning welfare care that was not individualised. There are many boarders with welfare and medical needs and these need to be recorded in individual welfare plans. Boarders stated that staff are very caring if you are homesick or have an embarrassing need.</p> <p>The school does provide support such as a counsellor for boarders undergoing times of personal stress. The counsellor felt she could be used a lot more by the school.</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 a comprehensive written policy on equal opportunities for teaching and non-teaching staff.

Within the discussion groups the pupils did not identify that any specific group or groups were excluded. It was also felt by the students that anyone experiencing problems of feeling isolated could speak to somebody in the boarding houses.

The school does subscribe to a basic Christian religious ethos and there is a weekly church service on Sunday mornings. The school would arrange for students to visit or facilitate any specific spiritual or cultural need outside of this provision. The students are able to opt out of attending services with permission from their parents.

A wide range of alternative meals is available in the Dining Room to cater for different needs.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence**Standard met?**

3

Although boarders have ready access to email and most of them have mobile phones, it was noted that public phones in the Houses offered no privacy.

An inspector noticed an overseas boy speaking on the public telephone that was situated right next to the main entrance of the House, thus affording neither privacy nor quiet.

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

All boarders have a secure place to store valuables in their bedrooms. Pocket money is kept in house by the housemaster/mistress with records maintained.

The inspectors heard of no concerns around handling of pocket money. There have been incidents of theft in the boarding houses and through discussion groups the students identified that staff deal them with appropriately. The school does have specific guidance in place from the Boarding Schools Association pertaining to the use of room searching.

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are given a copy of the Box Hill Pupils' Handbook as well as a House induction booklet.</p> <p>New pupils team up with a Buddy from the same tutor group. All boarders spoken to reported feeling well supported by older boarders and staff.</p> <p>However the Inspectors felt that a mentoring scheme could be useful for the new students.</p>		

Standard 22 (22.1 – 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
This standard is not applicable to the school.		

Standard 23 (23.1 - 23.4) 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.		
Key Findings and Evidence	Standard met?	2
<p>All records kept are well maintained and recorded well. The headmaster and senior members of staff need to ensure that all records as recommended in this standard are regularly monitored. Schedule 3 of the NMS for Boarding schools state the records that should be regularly monitored.</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
<p>The catering provision at the school is provided by Caterlink. There is a manager in place who is very proactive in trying to achieve good healthy food provision. He has worked hard to get it right and continues to work with pupils and staff to act on pupils' requests.</p> <p>Boarder survey results showed that 94% of boarders felt the food was average or below with 6% stating it was good. The inspectors took breakfast, lunch and supper during the inspection and noted it to be nutritious with a very good variety on offer. It is the inspectors opinion that the survey results do not reflect the food provided, however the school have taken seriously the boarders comments and are working hard to improve the provision.</p> <p>The catering manager attends the regular meetings of the food committee where boarders are represented. The inspector viewed minutes of these meetings and found them to be well</p>		

structured and effective. The catering manager is to visit all boarding houses in the near future to carry meetings with boarders to gain feedback directly from all boarders. The inspectors noted that the school has recently allocated extra money for the evening meal provision.

The school dining room is only just large enough to accommodate all pupils. There is a system in place to avoid overcrowding. It is advised that future development of the dining facilities be considered within the schools development plan. Staff and pupils eat together. All catering staff are appropriately trained in food handling and hygiene. There are no outstanding requirements of the Environmental Health Service. Risk assessments are carried out for all kitchen areas and equipment and audited every 6 months.

The school has been awarded “The Heartbeat” award which acknowledges the following; provision of healthier food choices, provision of non- smoking areas (for staff) and good standards of food hygiene. The catering manager informed the inspector that they are to be awarded the same award for this year.

The inspector noted that only a minimal number of catering staff are first aid trained. Adequate first aid cover needs to be reviewed especially at weekends when there are no nurses on site.

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?

3

There is sufficient drinking water and snack provision around the school and in boarding houses.

Snacks and drinks are available at vending machines around the school site and at the Cyber café, which is an excellent facility the school has provided.

Older boarders are able to store appropriate food and prepare their own food and drinks hygienically in their boarding houses.

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?

3

All boarders spoken with were very well informed of the emergency evacuation procedures in boarding houses. Fire drills are carried out at least once a term with records kept.

Emergency lighting, fire alarms and fire fighting equipment are regularly checked with

records kept.

There are no outstanding recommendation from the fire service.
It is recommended that as good practice the school review the system they have for knowing the whereabouts of all boarders, i.e. a signing in and out book.

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?	9
----------------------------------	----------------------	---

This standard is not applicable to the school.

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?	9
----------------------------------	----------------------	---

This standard is not applicable to the school.

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?	4
----------------------------------	----------------------	---

The school does very well in ensuring all high risk activities are risk assessed to minimise unnecessary risks.

The inspectors spoke at length with the bursar and viewed records that evidenced the schools commitment to ensuring the safety of pupils is of a high standard.

All safety measures and precautions are in place/taken prior to a high risk activity.

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
----------------------------------	----------------------	---

Boarders have satisfactory access to information about the world outside the school. Boarding houses supply newspapers and magazines at the boarders' request. TVs and internet facilities are supplied.

Supervision for boarders' leaving the site are in place and follow government protocol regarding numbers of staff in relation to numbers of pupils and their age.

--

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

Through discussion groups with students, interviews with staff, student survey and observation the Inspection team were satisfied that staff supervising boarders outside of teaching time are sufficient in number and deployment for the age and needs of the students. This appeared satisfactory for both weekdays and weekends. The duty rotas were provided to the Inspection team and showed in practice satisfactory levels of staffing are observed.

Inspectors were informed that there were always two members of staff on duty in each house, from amongst the Housemaster/Mistress and Assistant House parents. All students spoken with were aware of how to contact a member of staff if needed either during weekdays or weekends. A mix of gender was apparent.

No adverse or negative reports were received from students or staff about staffing levels.

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?**

4

Inspectors felt that this area was very well-managed. The Educational Visits Co-ordinator (EVC) ensures that students receive all the necessary phone numbers of staff, details of meeting places, and, when helpful, maps of the area they will be visiting. Likewise, staff are given the mobile numbers of pupils in their care, together with any relevant medical information, home/guardian phone numbers and information about what to do in an emergency; they are each assigned particular tasks to ensure that all details are covered.

Gap students are not left in charge of students.

Boarders leaving the school site are required to sign in and out.

Standard 33 (33.1 - 33.5)

Staff should be present, and accessible to boarders as necessary, in each boarding house at night.

Key Findings and Evidence**Standard met?**

3

Within each boarding house one member of staff is available to the students on a nightly basis. The night duties are shared between the House Staff who have designated flats/houses attached to the appropriate accommodation.

The students have access to the staff through doorbells and phone contact.

Standard 34 (34.1 - 34.7)

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.

Key Findings and Evidence**Standard met?**

3

The staff have job descriptions in place for all of those who may have boarding duties. This was similarly the case in respect of induction training, guidance provided and other training opportunities. There are weekly meetings for the house staff on a Monday morning and half termly there is a full meeting.

Currently there is not a full appraisal system for the staff. However there is a new programme in place that will be used over the coming year.

Spouses/ partners of staff living on site appear to be clear in that all are employed in the school in one capacity or another. One spouse is not employed in the school however appropriate checks have been undertaken.

Gap students receive an information package prior to arriving at the school that includes a job description and contract. All the Gap students had attended Boarding Schools Association training courses.

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

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

Bexhill has a Staff Handbook that is available for all staff, as well as a Boarding Staff Handbook.

On the whole the Handbooks are comprehensive, well set out documents that cover all the major areas of practice and provision in the school. Staff informed Inspectors that they are a regular source of reference.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

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

Within the questionnaires and discussion groups the Inspectors found that an overwhelming majority of the students felt that there were cared for fairly and supported in their day to day lives at the school.

The young people felt that generally they were treated with respect and listened to in a non-judgemental manner and dealt with in an appropriate way if having to receive sanctions. The Inspectors found that the students had not experienced situations of favouritism or antipathy.

The Inspectors reviewed their time spent within the school and found overall there was a warm, professional relationship, built up over a long time, producing confident young men and women.

Standard 37 (37.1 - 37.2)

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

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

Pupils confirmed and staff observed that staff supervision of pupils was carried out in a sensitive manner and did not intrude unnecessarily on their privacy.

Standard 38 (38.1 - 38.10) 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.		
Key Findings and Evidence	Standard met?	2
<p>Responsibility for appointment of non-teaching staff rests with the Bursar's department and responsibility for academic appointments rests with the Headmaster's office. Responsibility for undertaking all Criminal Records Bureau checks rests with the Bursar's department.</p> <p>A selection of staff files were inspected from both the Bursar's department and the Headmaster's office. Files inspected from the Bursar's department did not contain the required checks as set out in this Standard. This included CV, references, written record of interview and application form. Other matters were either inconsistent or missing. Examples are omissions in references for domestic staff, evidence of contact with previous employers, ID.</p> <p>Files inspected from the Headmaster's office again highlighted small inconsistencies and omissions. These tended to be evidence of academic qualifications, evidence of direct contact with last employer, written record of the interview process. All of the staff within the school both academic and non-academic had CRB checks. Long- term staff had been retrospectively checked.</p> <p>The Inspector viewed the records for the Gap Students and although they did not contain Certificates of Good Conduct. They had been CRB checked.</p> <p>Taxi company drivers are now CRB checked and the school only uses approved companies.</p> <p>The school is advised to create a centralised system for ensuring appropriate staff recruitment checks are undertaken.</p>		

Standard 39 (39.1 - 39.4) 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.		
Key Findings and Evidence	Standard met?	2
<p>All visiting adults to boarding accommodation, such as external maintenance staff will be provided with a Visitors badge once they have signed in with the reception. They may not be supervised; however work will generally take place during lesson time and boarders should not be in their accommodation. However all major works and maintenance takes place during the school holiday periods and as such students' welfare is protected.</p> <p>The Inspector observed that the school currently do have written agreements with non-employed staff who reside in accommodation attached to the boarding houses. It was recommended that the school follow the guidelines of this standard and design a format for such an agreement.</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?

3

Students at Box Hill are accommodated in five boarding houses. Two of which are Sixth Form houses and are situated across the village road from the school.

The Inspectors found that all boarding accommodation is adequately lit, heated and ventilated. Standards of cleanliness are satisfactory.

The Inspectors were advised that all areas of the school are subject to an ongoing process of redecoration and refurbishment. This is acknowledged to be a challenging task, given the age and size of the different properties used as boarding accommodation. Decoration and furnishings were seen to be of variable standards in different houses, with most providing a comfortable environment for students.

Although all areas were adequately equipped some of the facilities look tired and worn. There needs to be a focus on such areas and the replacement of these items.

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?

3

Boarding accommodation is secure with all necessary security measures in place. CCTV is in place throughout the school.

The school uses the services of an external company in assessing the security of the site. It is advised the school look at implementing standard 41.4 in the near future.

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?

2

Boarding accommodation is appropriately separated by gender in each of the houses.

Sleeping accommodation is varied in its furnishing and size for the present number of pupils boarding. Some of the sleeping accommodation was considered overcrowded and the beds for some of the students were not appropriate in size. The inspectors were advised that a rolling refurbishment programme is in place.

Some boarding accommodation would benefit from storage space for pupils personal clothing again the inspectors were informed that this issue is being addressed with in the rolling refurbishment programme. Pupils are able to personalise their rooms with posters and pictures.

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

The main school buildings and the boarding houses provide satisfactory facilities for students for both organised and private 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?

3

The toilet and washing facilities provided at the school are adequate in numbers for the amount of student. The facilities do vary within the houses according to refurbishment and development.

Some of the students did discuss the fact that hot water and adequacy of some of the showers varied.

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
Adequate and separate changing facilities are provided both for boys and girls; these include showers, lavatories and lockers.		

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?	3
The boarders have access to a range of suitable indoor and outdoor activities. The House common rooms provide a variety of suitable recreational activities and the boarders spoke highly of their Cyber Café. There is a multi-gym and pupils are required to attend an induction course before they can use this facility. Boarders reported that the gym is always supervised. There are quiet spaces in some of the Houses, and the extensive grounds offer plenty of 'breathing' space. Boarders are able to access their Houses at any time.		

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?	2
<p>The school in general maintains the sleeping, living and recreational areas free from hazards. It is noted that all windows above the ground floor need to be risk assessed and those windows presenting as a risk are fitted with suitable opening restrictors or alternative safety measures.</p> <p>Boarders are well informed of areas out of bounds.</p> <p>There is a comprehensive health and safety policy, available to all staff.</p> <p>It is advised that the school ensure all areas of possible risk in the school grounds be risk assessed, these include the pond, public footpath and main road.</p>		

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?	1
<p>The school fail at meeting this standard as there is no separate provision for boarders who are ill outside week day time hours. The recommendations state that schools with over 41 boarders have a designated room or rooms for isolation of sick boarders with its own toilet and washing facilities.</p> <p>The school provides accommodation for sick boarders between the hours of 09.30am and 6pm but outside these hours boarders are cared for in their dorms which they share.</p> <p>There are also no separate toilet or washing facilities in the sanatorium used during the day time. The nurses currently share a toilet with sick boarders.</p> <p>The school is advised to look at this standard as a whole.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Laundry provision is well organised and in general efficient. The inspectors received some feedback from boarders regarding clothes being returned shrunk. The school is aware of this and an improvement has been noted.</p> <p>Boarders have access to facilities to do their own washing if they want to.</p>		

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?	4
<p>Inspectors agreed that the school shop was the best stocked that they had ever seen! A small village shop is also available.</p>		

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?	4
<p>Two female 6th. form boarders lodge with a school governor and his wife, both of whom have been subject to CRB checks. The girls remain under the supervision of Burmester House and take all their meals in school. Two different students are accommodated each term. The Housemistress walks them the short distance from school if they return late at night.</p> <p>Each boarder has a large, well-furnished, airy double bedroom with en-suite bathroom facilities, and is able to use the family kitchen. The girls can access the accommodation at all reasonable times.</p> <p>The welfare of the girls is carefully managed and overseen by the Deputy Head and Burmester Housemistress.</p>		

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?	4
<p>All off site accommodation arranged by the school is appropriately risk assessed and monitored by the school. There are suitable risk assessments for staff to complete and senior members of the school staff oversee these assessments when making decisions. Staff supervision off site is in line with government protocol.</p> <p>The school takes reasonable, appropriate and effective steps to safeguard and to promote the welfare of pupils while they are accommodate away from school. Records evidenced this.</p>		

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lead Inspector**Ms G Moorey**Signature**G Moorey**Date**29 March 2005

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 16 to 18 March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

General Comments:

The inspection itself was very unobtrusive and the inspectors were excellent with staff and students alike, sensitive to the workings of our school.

The report is very fair-highlighting what we do well and recommending actions which we know we have to do.

Overall we were pleased by the findings of the inspectors.

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

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 30th April 05, 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mark Eagers of Box Hill School 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	<u>MARK EAGERS</u>
Signature	<u>Signed</u>
Designation	<u>Headmaster</u>
Date	<u>28/04/05</u>

Or

D.3.2 I of Box Hill School 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	<u></u>
Signature	<u></u>
Designation	<u></u>
Date	<u></u>

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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000013905.V198053.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source