

inspection report

Boarding School

Hordle Walhampton School

Lymington

Hampshire

SO41 5ZG

9th June 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**

Hordle Walhampton School

Address

Lymington, Hampshire, SO41 5ZG

Tel No:

01590 672 013

Fax No:**Email Address****Name of Governing body, Person or Authority responsible for the school**

Hordle Walhampton School

Name of Head**Mr R. Phillips****CSCI Classification**

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

12.09.01

Date of Inspection Visit		9th June 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Brian McQuoid	075696
Name of CSCI Inspector	2	Bridgette Lowe	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Carole Evans	
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 R. PHILLIPS- HEAD	

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 Hordle Walhampton 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.

Hordle Walhampton School is a co-educational independent preparatory school that offers day and boarding places for children aged from 2 to 13 years old. There is a Pre-Prep department within the school grounds directly adjacent to the main school which provides day places for children up to the age of 7 years. The main school has day and boarding places available for children aged from 7 years. Boarding provision consists of three distinct boarding houses, one for younger pupils that is located in a building separate but close to the main school, and two senior boarding houses that are segregated by gender and situated within the main school building. The school has extensive grounds that provide for a wide range of activities. Facilities include a swimming pool, a lake where sailing and canoeing take place, a large sports hall, and stables that provide riding lessons.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provide excellent recreational and sporting facilities and cater well for boarders' interests in this area. Boarders get on well with each other in an atmosphere where they feel safe and where there are always sufficient staff. There is very good health-care provision for boarders and the food provided is of a high standard. The junior boarding house provides a very child-orientated environment for the younger boarders.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school need to ensure it maintains and upgrades the facilities provided for boarders so as to accord fully with the standards. Some facilities were not of an acceptable standard. The security of the premises also needs to be improved. There needs to be a system in place for the school's governing body to take a more active role in monitoring the welfare provision of boarders . In addition there needs to be effective monitoring of complaints, punishments and accidents. Boarders privacy should be respected appropriately, provision made for private telephone calls and a formal system introduced for obtaining the views of the older boarders. The schools PHSE programme and its delivery to the more senior boarders also needs to be developed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors concluded that the school was providing a good standard of care for its boarding pupils and that boarding was an enjoyable and positive experience. There are however a significant number of areas where improvements and changes require to be made in order for the school to meet the national minimum standards including measures to be taken both in terms of the environment and in day-to-day practices. The amount of recommendations arising from this report were seen partly as a reflection of the fact that this was the school's first inspection against the National Minimum Standards for Boarding Schools.

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					

YES

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	BS3	That all the school's staff are subject to relevant child protection briefing or training as appropriate.	01.10.04
2	BS3	That the school's child protection policy include the contact details of the Commission and the local social services department.	01.10.04
3	BS4	To establish a centralised system for the recording of major punishments.	01.10.04
4	BS4	That no unacceptable punishments are used by staff.	01.08.04
5	BS5	That all serious complaints received are entered in the school's complaints log.	01.08.04
6	BS5	The school's complaints procedures to include the contact details of the commission.	01.10.04
7	BS6	That the school's PHSE programme is suitably developed to accord with Standard 6.2.	01.01.05
8	BS8	To establish a formal system by which the governing body monitor the welfare provision for boarders within the school.	01.01.05
9	BS12	That the school, in consultation with boarders, establish a forum where the older boarders are able to put forward their views.	01.10.04
10	BS14	That the school review the role of independent person within the school and ensure boarders have appropriate access to such a person.	01.10.04
11	BS14	That the mailbox used as a means of contacting the school's independent person can only be accessed by that person.	01.08.04

12	BS15	That any controlled drug prescribed for individual boarders is kept double-locked.	01.08.04
13	BS17	That the school devise a suitable format for individual 'welfare plans'.	01.11.04
14	BS18	That no pupil at the school is subject to discriminatory remarks.	01.08.04
15	BS19	Suitable provision to be made for boarders to be able to make and receive telephone calls in private at reasonable times.	01.01.05
16	BS20	That each boarder has a suitably secure and accessible place to keep personal possessions and valuables.	01.01.05
17	BS23	Records of punishments, complaints and accidents to be regularly monitored by the school's head or a senior member of staff.	01.08.04
18	BS26	The school's fire-alarm system to be tested weekly with a record duly kept in the fire-log.	01.08.04
19	BS27	That no boarders have any duties that involve locking-up any part of the school building.	01.08.04
20	BS35	The school's staff disciplinary procedure to include provision for the support of staff during suspension.	01.10.04
21	BS35	That the section contained within the staff handbook entitled 'Malicious Allegations', be revised as detailed in the body of the report.	01.10.04
22	BS36	That there is no inappropriate favouritism displayed by staff towards pupils.	01.08.04
23	BS37	That the privacy of boarders is appropriately respected and action taken to address those issues highlighted in the body of the report under Standard 37.	01.08.04
24	BS38	The school's recruitment procedures to be revised and updated in accord with Standard 38.	01.10.04
25	BS38	That no member of staff commences employment at the school until a Criminal Records Bureau check has been completed.	01.08.04
26	BS41	The school to implement the recommendations of the security review.	01.09.04
27	BS44	Those issues detailed under Standard 44 in the body of the report.	01.11.04

28	BS45	Those issues detailed under Standard 45 in the body of the report.	01.11.04
29	BS46	The school to hold a review, in conjunction with boarders, to look at ways of improving access to the boarding houses during the evenings and at weekends.	01.11.04
30	BS47	Suitable procedures and risk-assessments to be in place for all high risk activities undertaken on-site by boarders.	01.09.04

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	BS2	That when incidents of bullying occur within the school individual welfare records contain details of the action taken by staff to address the issue.
2	BS9	The school's crisis management policy to include detail of where pupils would go in the event of the school building having to be evacuated.
3	BS13	That 'patrol leaders' receive feedback in relation to the marking system used by them.
4	BS15	All items sent in by parents such as vitamins and homeopathic remedies to be stored securely and appropriately labelled.
5	BS19	That boarders do not have to ask staff permission before making a telephone call.

*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.

our

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	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	YES
• 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	NO
Group discussion with ancillary staff	NO
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	NA
Individual interviews with pupil(s)	NO

Date of Inspection	09.06.04
Time of Inspection	10.00
Duration of Inspection (hrs.)	28
Number of Inspector Days spent on site	12

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****7****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****32****Girls****22****Total****54****Number of separate Boarding Houses****3**

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) |
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"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?	3
The school provide a comprehensive information pack for prospective parents. This includes detail of the schools underlying principles of operation and very good information in relation to boarding. There is a parents handbook also that provides easy access to valuable information about the schools day-to-day practices, and a 'Welcome to Boarders' leaflet that contains useful guidance for prospective boarders.		

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
The school has a suitable policy in place to counter bullying and the evidence gained during the inspection showed this to be effective in practice. Boarders overwhelmingly reported bullying not to be a major issue within the school and where incidents did occur pupils were aware of what to do and said that staff dealt with such incidents appropriately. The inspectors would recommend the school improve their record keeping in respect of cases where bullying is an issue. While tracking individual welfare records there was evidence of bullying taking place but it was difficult to establish from the records what action staff had taken to address the problem.		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	80	%

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 have an appropriate child protection policy which needs to include the contact details of the commission and of the local social services department. In addition a slight amendment was needed and the detail of this was pointed out to the school's head during feedback. Staff spoken to during the inspection showed a satisfactory awareness of child protection procedures and some had received specific training. Prefects at the school also displayed an understanding of child protection as an issue and were aware of what action they should take should it be necessary. There had been in-house child protection training for the staff provided shortly after the school's previous inspection during 2001. This had however not included the school's ancillary staff. The inspectors recommend that in-house training on child protection be repeated and include all of the school's staff. There are clear guidelines in place for staff in the event that a pupil should go missing from the school.

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 suitable behaviour and discipline policy in place and boarders were aware of the school's expectations in terms of their behaviour. A merit system is operated with rewards given and there was good evidence of desirable behaviour being encouraged and rewarded, particularly with the younger boarders. The school has a schedule of sanctions used that boarders were well aware of. The majority of boarders reported the use of sanctions by staff to be fair. There was however evidence of some isolated incidents where inappropriate punishments had been used and the details of these were reported to the school's head. The school is currently not recording the administration of major punishments in accordance with Standard 4.6 and need to establish a system for doing so.

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?**

1

Boarders and their parents are provided with information about how to make a complaint to the school and the school has an appropriate policy for responding to any complaint received. The school need to provide the contact details of the commission to both boarders and their parents as part of the complaints procedures. A complaints log is being maintained by the school's head but there was evidence on individual welfare records of some complaints having been received but not entered in the log. Some boarders reported receiving unsympathetic responses from some staff when reporting concerns to them and there was a general feeling among the senior boarders particularly that they did not have enough time or the opportunity to talk to staff on an individual basis.

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?**

1

The school's matrons provided evidence of good health promotion and health education being carried out within the school and confirmed that the excellent links with the school's doctors supported this. The school's PHSE programme was first formally introduced in 2002. The programme currently does not cover all of the areas outlined under Standard 6.2 and is not being delivered in a structured manner within the school. The school's head acknowledged this to be an area in need of development. The inspectors would support this view and recommend the school address the issue as a matter of priority.

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?**

3

The school was seen to have detailed records in relation to boarders that outlined individual health and welfare needs and contained other relevant information in accord with this standard. Individual records are stored securely and suitable guidelines concerning confidentiality of information are provided for staff.

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?

2

There is a clear management structure within the school and senior boarding staff were seen to have significant experience of boarding. There are termly meetings of the schools governing body to which the head reports but there was no other formal system for the governing body to monitor welfare provision within the school. The inspectors would recommend such a system be introduced.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

2

The school have a suitable policy in place for managing crises. This needs to include more detail in relation to where pupils and staff would be housed in the event of the building being evacuated.

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's three boarding houses provide for the appropriate separation of boarders by age and gender. There was no evidence of any inappropriate discrepancy between houses, of physical provision or of boarding practices.

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 an extensive range of activities for boarders outside of teaching time and there is appropriate access for boarders to the school's facilities during this time. Boarders reported overwhelmingly to be happy with the activities provided for them.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?**

1

Junior boarders at the school reported having established systems in operation within their boarding house that enabled them to contribute their views about boarding provision and there was evidence of change being brought about as a result. The school need to develop similar systems that are effective in enabling senior boarders to contribute their views also. The inspectors acknowledge that there are regular meetings within the senior girls boarding house but there were a significant number of senior boarders, both boys and girls that felt they did not have a suitable forum where they could put forward their views, express their opinions and make suggestions in relation to issues affecting them.

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 have prefects and patrol-leaders, both drawn from pupils in their last year, who are charged with areas of responsibility within the school. The expectations of both groups are made clear to them including their responsibilities in respect of other pupils and there are weekly meetings with the head to monitor their roles and provide support. Both groups were described by other pupils as being responsible and supportive while carrying out their duties and there was no evidence of anyone abusing their position. Patrol leaders as part of their role are able to award plus and minus marks and there is a book held centrally where these are logged. It would be useful to provide feedback to patrol leaders in relation to these as some were unsure if they were being looked at by staff, and if not then doubted their value.

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 great majority of boarders reported having one or more members of staff who they would be happy to talk to if they were unhappy for any reason. Boarders receive written information explaining that they can talk to any member of staff about concerns they may have. Contact details of the school's independent person are also provided for boarders. The person performing the role of independent person was reported to be not directly contactable for significant periods of time. A mail-box system was also being operated as a means of contact. This system was however not independent as the school's head had access to the contents. This is clearly not acceptable and the inspectors would recommend the school review the position of independent person in the light of the above and make appropriate arrangements to ensure someone in the role is suitably accessible to boarders. The school operates a tutor system for pupils and tutor groups meet on a regular basis. A number of boarders however cited the lack of opportunities to meet with staff on an individual basis to discuss matters not appropriate to discuss within a group setting.

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?

3

There is 24hour health cover provided for boarders by matrons who are appropriately qualified. In addition all staff at the school have undertaken first-aid training. There are two school doctors, male and female, who visit the school regularly and boarders are able to choose to see either. Medication in boarding houses was seen to be stored securely with appropriate records maintained of when administered and parental permission was seen to be obtained for medical treatment and the administration of medication. The inspectors recommend that anything sent in by parents for the school to give to boarders, such as vitamins or homeopathic remedies, are stored securely, and suitably labelled. In addition any controlled drug prescribed for individual pupils needs to be kept double-locked. The school record accidents to boarders appropriately but need to ensure these records are maintained centrally for monitoring purposes.

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?	3
The school has a sick-bay that provides suitable accommodation for any boarder who is unwell. Boarders who had used the facility confirmed that they had been cared for appropriately during their stay. There is a call-system that enables pupils to summon staff assistance when necessary.		

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
There was good evidence of the school managing boarders with significant health problems and of the school's 'learning support unit' producing individual education plans for those boarders with special educational needs. There was also evidence however that associated behaviours linked to someone's special educational needs were not being addressed in the same structured and detailed fashion. The inspectors recommend the school devise a format for 'individual welfare plans' that can address this issue.		

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?	2
The principles of equal opportunities are explicitly stated within the school's literature and policies and procedures documents. The school's ethos is based on Christian beliefs but pupils from different faiths are welcomed. There was evidence of one boarder having been subject to inappropriate and discriminatory remarks from an individual member of staff and this was reported to the school's head. This was in no way seen to be a reflection of the school as a whole. Pupils with special educational needs were seen to be well catered for and there was evidence of special dietary needs having been met.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	1
There are telephones available in each boarding house that are designated for the use of boarders. None of the telephones however provide a satisfactory degree of privacy and boarders reported having to ask permission to use them. Boarders are able to write letters home and are provided with e-mail facility within the school but not in the boarding houses. There are guidelines for staff governing the supervision of letter-writing by boarders which clearly states letters are not to be read. Some boarders reported that some staff did read their letters.		

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?	2
The school encourage boarders not to bring money into school and provide money should it be needed, on week-end trips for example. Boarders appeared happy with this system. There is nowhere within the boarding accommodation where boarders can keep their own personal possessions suitably secured although they are able to hand things in to staff for safekeeping.		

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
Prospective boarders are able to visit the school and stay overnight prior to becoming a boarder and new boarders have a 'shadow' appointed to assist them in settling in to life as a boarder. Boarders spoke positively about their experience when new to the school and confirmed that they had been given suitable written information in relation to boarding.		

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 not applicable.		

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?	1
The school's head maintains a complaints log but there was evidence during the inspection of complaints having been received but not entered in the log. The school do not keep a central log of major punishments, and records of accidents were seen to be kept in different places making it difficult to monitor accidents occurring. Risk assessments are suitably monitored by the business manager who has responsibility for health and safety within the school.		

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**

The school has suitable dining facilities and meals taken with pupils by the inspectors were seen to be sociable occasions that were supervised appropriately and allowed enough time for pupils to finish their meals. A choice was provided at main meals and there was a vegetarian option available, although only for declared vegetarians. Boarders commented extremely favourably on the meals produced for them and records of menus showed a varied and balanced diet was being provided. Catering staff at the school were seen to be appropriately trained and there were no outstanding recommendations of the most recent Environmental Health inspection.

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**

Suitable access to drinking water was being provided for pupils in both boarding and teaching areas.

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?****2**

The emergency evacuation procedures are displayed throughout the school and boarders displayed an appropriate awareness of these. There were no outstanding recommendations from the fire service and fire drills and tests and checks of fire safety equipment were being carried out regularly. The inspectors would recommend however that the fire alarm system be tested weekly with a record duly kept in the fire log.

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?****2**

There was no evidence during the inspection of boarders' welfare being unduly affected by any demands being placed upon them by the school. Boarders in their last year however were performing a duty involving locking-up parts of the main school building during the evening and this was considered by the inspectors to be inappropriate. The inspectors would recommend this duty be carried out solely by staff.

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 not applicable.		

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
The school have satisfactory procedures in place to ensure boarders safety and welfare during high-risk activities and relevant risk-assessments were viewed during the inspection. The inspectors recommend that the person responsible for co-ordinating this process has documented evidence that staff supervising such activities hold the necessary qualifications and that off-site activity centres used are appropriately licensed.		

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 access to T.V. and newspapers as well as suitably protected access to the internet. There are appropriate arrangements in place for boarders using local facilities and for the small number who spend time in the local town at weekends. No boarders leave the school site unaccompanied by staff.		

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

Both boarders and staff reported staffing levels to be sufficient at all times, including weekends. There are always identified staff members on duty that boarders are aware of and how to contact them. The staff team at the school is well balanced in terms of gender.

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 follow DfES guidelines for trips away from the school site and documentary evidence of this was viewed during the inspection. There is a suitable policy in place covering the use of school transport and a member of staff is scheduled to train as a MIDAS [Mini-bus driver awareness scheme] instructor in order that staff are appropriately qualified. Gap students confirmed that they are not left in the sole charge of boarders.

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

House staff and duty matrons provide access to staff for all boarders at nighttime. These arrangements were explicit in information provided for boarders who displayed a clear understanding of who to contact and how.

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

Staff confirmed that they are provided with job descriptions that reflect their duties and there was good evidence of a suitable induction process being operated for newly appointed staff with child protection as an element of this. A performance management system is also in place and the school's head reported that staff have bi-annual appraisals. Opportunities are provided for training in boarding practice and some staff had attended the Boarding School's Association annual conference as well as having undertaken training provided by the organisation. An example of specific training was given by a housemistress who had recently attended a course relating to eating disorders.

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?**

2

The school has a handbook that contains details of policies and procedures and this is made available to all staff. The handbook adequately covers the school's approach to boarding in line with this standard but does not contain details of how support is provided for staff during suspension or investigation while allegations against them are being investigated. The handbook does contain a section dealing with allegations against staff which is headed 'Malicious Allegations'. The inspectors recommend the school remove the word 'malicious' and that the text under the heading be revised to incorporate a statement that all allegations are to be treated seriously and in accordance with the relevant procedures.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	2
<p>It was clear that the experience of boarding was seen as positive and there was no evidence of anyone boarding being particularly unhappy. Younger boarders commented positively on their relationships with staff as did the majority of older boarders. There were also however reports of some instances where staff/boarder relationships were considered to be unsatisfactory. The inspectors were of the view that establishing a forum for the older boarders where they felt 'listened to' would benefit the relationships between boarders and staff. The older boarders also cited the lack of opportunities to spend individual time with staff as an issue for them.</p> <p>A number of boarders reported to the inspectors that they considered 'clever' pupils to be treated more favourably within the school by some staff and that those considered 'less clever' were more likely to be treated as 'naughty'. This is clearly unacceptable and an issue the school need to make all staff aware of and to monitor closely.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	1
<p>Boarders reported that the majority of staff suitably respect their privacy. There were some instances reported however where this was not the case. These were: 1. Inappropriate supervision of older boarders while bathing and showering with doors being wedged open. 2. Boarders' possessions being searched on a regular basis without their knowledge or a reason having been given. 3. Reports that some staff read pupils letters to their parents after being written on a Sunday morning.</p>		

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?	1
<p>The schools recruitment policy and procedures need to be updated in line with this standard and implemented accordingly. Recruitment files showed there to be gaps in the current procedures being followed. In one instance there had been no C.V. or employment history completed and another did not contain a reference from the previous employer. In addition the process for gap students was lacking. There were no certificates of good conduct or anything comparable for those from overseas, not all had references and in one instance a student from this country had commenced employment before a CRB check having been received. The recruitment process is an integral part of the systems used to protect children and needs to be rigorously applied and effectively monitored.</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?**

3

The school have procedures in place for the checking of staff with the Criminal Records Bureau and there was evidence of these being implemented in practice. A gap student had commenced employment at the school prior to a CRB check having been completed but was not working unsupervised with boarders.

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

All boarding accommodation was seen to be of a satisfactory standard. The Lodge provided a particularly welcoming and 'homely' environment for the younger boarders and Clockhouse was described as 'cosy' by the older girl boarders. Main house was the least satisfactory of the boarding houses and would benefit from some investment in the décor and a new carpet in the kitchen area. The letting of the schools facilities during holiday periods occurs on a regular basis and includes the use of boarding houses. This poses problems for carrying out maintenance tasks or improvements to the boarding houses and is an issue the school need to be mindful of in order that the boarding accommodation does not fall below an acceptable standard.

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?	1
Boarding accommodation at the school is designated solely for the use of boarders. At the time of the inspection new signs were being prepared for the front of the school that would direct visitors to the school office. Any visitors to the school are required to wear visitors' badges. Some school facilities are used by the public at certain times but this does not entail access to boarders or boarding accommodation. The inspectors were concerned about access to the school during certain times. A review of the schools security measures by a specialist company had been carried out some months ago and had made a number of recommendations that have not been implemented and would improve overall security of the site. The inspectors recommend these be implemented as a matter of priority.		

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?	3
All three boarding houses were seen to provide sleeping accommodation that was appropriately separated by age and gender and that was suitably furnished. All rooms and dormitories were deemed to be of an adequate size and most had been personalised by their occupants. There was carpet in all sleeping areas and boarders reported the heating to provide sufficient warmth in winter. A small number of boarders reported that recently provided new mattresses were uncomfortable.		

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 school supervises daily 'prep' periods for boarders and these take place in the school dining room, which provides a suitable facility.		

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 school has a sufficient quantity of toilet and washing facilities for boarders and these are located so as to provide reasonable access from both sleeping and living areas. Some of the washing facilities provided within both Clockhouse and Main house boarding houses however are dated and shabby in appearance. The majority of baths were seen to be stained and in most cases were situated so as to provide no privacy. Toilet facilities were generally of an acceptable standard with the exception of the urinals in Main house, which needed to be cleaned thoroughly, and two WCs in Clockhouse where there was no hand basin adjacent. Privacy was also an issue in respect of toilet facilities within both of the aforementioned boarding houses. The issue was being tackled in the girl's house with a new door being fitted. A similar situation in the boys house also needs to be addressed as the facilities in question are open to a communal area and do not afford an acceptable degree of privacy.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

1

The boys changing rooms were seen to be spacious and adequate for their purpose. In contrast the girls changing area was extremely cramped even though the older girls were using facilities within their boarding house. Both areas would benefit from re-decoration and the girls area, particularly the showers were looking shabby and in need of a thorough clean. The changing areas adjacent to the school's swimming pool were also seen to be in an unacceptable state and needing cleaning. In addition the toilet facilities used by swimmers were cited by a number of boarders as being a place within the school that they did not like. They would benefit from having lights installed and being painted.

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?**

2

The inspectors recommend that the school conduct a review of their practice in relation to this standard. Boarders currently spend little time in their boarding houses outside of school-time and at weekends and this was an issue for a significant number of the older boarders. There are sufficient outdoor areas and activities for boarders but restricted access to the boarding houses means a limited choice of indoor areas. The inspectors were informed that the school plan to open a new common room for pupils that are to be located downstairs and accessible at weekends. This will undoubtedly help the situation but the inspectors are of the view that there should also be more access to boarding houses provided for boarders both in the evenings and at weekends. .

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

The school has a comprehensive health and safety policy in place and annual health and safety reports are provided by an external company specialising in the field. This includes the review of existing risk-assessments, which were seen to be in place for the school premises and a number of hazardous activities undertaken by boarders. The most recent report dated March 2004 recommended that the school draw up suitable procedures and risk assessments for those hazardous activities where they were not in place. This has yet to be completed and needs to be as a matter of urgency. The inspectors would recommend that activities such as cycling and skateboarding be included in this process.

Window opening restrictors were seen to be in place in all of the boarding houses. There was however one window located in 'Clockhouse' where no restrictor was fitted and there clearly should have been. This was duly reported to the school's head. The school's grounds are extensive and provide for a range of activities. These include two adventure play-areas, one for younger and one for older pupils. There are clear guidelines for the use of these areas displayed adjacent to the equipment and risk-assessments are also in place. Some areas within the school grounds are out of bounds and pupils displayed an awareness of these.

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?**

3

The school has suitable sickbay provision for boarders consisting of two rooms with 3 beds in each, one used for boys and one for girls. Both rooms were of a suitable size and contained bathroom and toilet facilities.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence**Standard met?**

3

Boarders clothing and bedding is laundered on a regular basis and boarding pupils reported being happy with the arrangements for this.

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?**

3

The school have a shop on-site where pupils can purchase the necessary items.

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 not applicable.		

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
The school have clear procedures in place in relation to this standard and follow the guidance contained within the DfES publication 'Health and Safety of Boarders on Educational Visits'.		

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**

Signature

Date

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 9 June 2004 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 5 August 2004 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: <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 _____ 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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