



Making Social Care
Better for People

inspection report

Boarding School

Gordon`s School

Bagshot Road

West End

Woking

Surrey

GU24 9PT

24th January 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

Gordon`s School

Address

Bagshot Road, West End, Woking, Surrey, GU24 9PT

Tel No:

01276 858084

Fax No:

01276 855335

Email Address

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

Gordon Foundation (The)

Name of Head

Mr Denis P Mulkerrin

CSCI Classification

Boarding School

Type of school

State Boarding School

Date of last boarding welfare inspection

1999

Date of Inspection Visit		24th January 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Sarah Rodgers	
Name of CSCI Inspector	2	Gaynor Moorey	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
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 MULKERRIN. MRS L LEWIS	

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 Gordon`s 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.

Gordon's School was founded in 1885 by public subscription, at the express wish of Queen Victoria as a national memorial to General Gordon, who was killed at Khartoum in January 1885. The school was originally a boys home and then a boarding school, today Gordon's is a voluntary aided co-educational state school catering for full, weekly and day boarders aged between eleven and eighteen years.

Accommodation is provided in four residential houses, each with its individual family atmosphere. Each boarding house is supervised by resident House Parents assisted by house tutors.

The school looks to offer each pupil individually and as a group to develop their potential to the best of their individual ability and as part of a team. The atmosphere of the whole school is based on mutual respect and development. The relationships between staff and pupils, and pupils and their peers are relaxed, confident and appropriate.

Alongside the academic achievements of the school the school facilitate many interests and activities, which contribute to the young people developing socially as well as morally.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The relationships shared between pupils and staff have a warm intimate feeling that are conducted in a professional and appropriate manner. The pupils reflected that they felt respected and listened to and felt happy to be with the adults and able to form supportive relationships.

The school offers the pupils a wide and varied choice of activities and facilities in which to develop their interests and to encourage them to perform to the best of their abilities. The school offers an activities programme for weekends that include shopping, trips to places of interest and various activities with in the local community. The pupils have identified that they felt the school provided them with excellent opportunities that added stimulation to their school career.

The school has a comprehensive communication system in place. The system is inclusive of staff, pupils and parents. Information is distributed through the school in various formats, forums and meetings, which is inclusive of house and house committee meetings within individual boarding houses and the weekly meetings held by the various teams for example the senior management team, director of barding and house parents and the deputy head, pastoral and house staff.

A full range of risk assessments have been developed, which relate to all aspects of the schools activities, facilities and possible areas with in the grounds that could pose a risk to the safety and security of the pupils. The school has also developed its security system to ensure where possible the security of the grounds and buildings.

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 possibilities relating to the management of emergencies.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

During the inspection process all of the boarding house were visited. The inspectors undertook tours of the building with pupils and it was found that the provision of facilities in individual houses were varied but maintained a good standard, however there were some areas in particular houses that need to be included on the continual rolling programme of improvement.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection was undertaken over three days by two inspectors. A boarding schools professional inspector was requested and booked to attend the inspection but due to unforeseen circumstances was not able to attend. This was the first inspection undertaken by the Commission for Social Care Inspection, at which the school was inspected according to the National Minimum Standards for Boarding Schools.

The fact that thirteen Standards were exceeded, thirty-six Standards were met (three Standards were not applicable), is testament to the hard work and commitment of the headmaster and his team.

It was clear that Gordon's school is run in the best interests of the pupils. The dedication of Mr Mulkerrin and all of his team, in particular staff that have responsibility for boarding was very apparent through out the inspection. The inspectors concluded that every effort is made to ensure that pupils are supported appropriately within a homely secure environment.

The inspectors carried out a pupil survey two weeks prior to the inspection; information from those questionnaires has been included in this report.

Welfare and Policies. (Standards 1 – 7)

1 Standard was exceeded, 6 Standards were met.

The school has a general prospectus for the school and a statement of boarding principles given to parents and pupils. The school has policies on Child Protection and a Bullying policy. Pupils were conversant with the policy and confirmed to the inspectors that there is minimal bullying with in the school and that bullying mainly consists of name-calling. Appropriate training is in place for staff regarding child protection.

Organisation and Management (Standards 8 –14)

4 Standards were exceeded, 3 Standards were met.

There are no significant discrepancies within the boarding accommodation. Separation of boarders by age and gender is appropriate. The management of the boarding facilities is appropriate to the numbers of pupils accommodated. An extensive range of activities are available to boarders both inside and outside teaching time. Pupils have the opportunity to contribute their views to the headmaster and his staff via their school council meetings. The school has a comprehensive risk assessment and action plans in place regarding Foreseeable Crisis.

Welfare Support to Boarders (Standards 15 –30)

3 Standards were exceeded, 10 Standards were met, 2 Standards were not applicable.

The standard of welfare support for children is of a high standard. Records of significant needs of pupils are recorded as required. The food provided is of a good standard and is varied and plentiful. Pupils can maintain contact with their parents and friends via pay telephones, in coming call only telephones, their mobiles and via the internet. Appropriate records are held regarding the health and welfare of pupils. Parental permission with regards administration of medication and 1st Aid has been sought.

Staffing (Standards 31 – 40)

2 Standards were exceeded, 7 Standards were met.

House Parents take responsibility for boarding duties, some of whom also have teaching responsibilities. They are assisted by other tutors and house staff.

The school have a staff handbook in place that includes the guidance for the boarding houses and its policies and procedures. The recruitment procedure in place ensures that

staff do not start work at the school until all the appropriate checks have been received. The school ensures that all adults that come into contact with the students are appropriately checked and do not have access to the children without being supervised by an adult employed by the school.

Premises (Standards 41 – 53)

3 Standards were exceeded, 9 Standards were met, 1 Standard was not assessed.

Boarding accommodation is being upgraded in line with the schools five-year development plan. There is no significant difference between the individual boarding houses. Boarding accommodation is individualised by House Parents and pupils. Boarders are accommodated in houses according to gender however all houses have pupils across the schools age range i.e. but are separated into dorms with pupils of their own age. Washing, bathing and WC facilities are provided in sufficient numbers. Risk assessments have been carried out on indoor and outdoors areas used by pupils.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

**Notification to be made to: Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

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	

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	BS3	Within the information pack given to parents the school supply information relating to their procedure when a child goes missing from school.
2	BS5	The school need to change the address that is printed on the complaints procedure to give the correct CSCI local office address.

*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

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
	YES
	YES
	NA
	NO
	NO
	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	NA
Individual interviews with pupil(s)	NO

Date of Inspection	24/01/05
Time of Inspection	09.00
Duration of Inspection (hrs.)	75
Number of Inspector Days spent on site	4

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 FROM

11

 TO

18

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

Boys	<table border="1" data-bbox="842 362 938 439"><tr><td>110</td></tr></table>	110
110		
Girls	<table border="1" data-bbox="842 443 938 519"><tr><td>72</td></tr></table>	72
72		
Total	<table border="1" data-bbox="842 546 938 622"><tr><td>182</td></tr></table>	182
182		
Number of separate Boarding Houses	<table border="1" data-bbox="842 627 938 703"><tr><td>4</td></tr></table>	4
4		

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
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The schools statement of boarding principles and practices covers all aspects of boarding life. The ethos and guidance within the prospectus was an accurate account of the procedures and practices undertaken within the school.

The school has information/guidance for new pupils entering the school. Each boarding house has its own handbook containing pertinent information on boarding life. The school also produces full and comprehensive guidance for parents of full and weekly 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
<p>The school staff handbook and boarding staff handbook contains a policy on bullying that covers a definition as well as measures to deal with any issues. The policy is based on a proactive and supportive approach that includes potential action from all involved, staff, parents and children. Procedures are clearly set out for dealing with bullying and these are made known to all staff and children, bullying is clearly not tolerated within the school. Through student discussion groups and questionnaires the pupils did not identify bullying as a major problem. The Heads of Houses take a strong view of any bullying incidents and students involved are worked with but also given appropriate sanctions in accordance with their behaviour.</p> <p>Bullying is raised as an issue in PHSE and through discussion with in the boarding houses and within assemblies.</p> <p>The pupils confirmed that there are not any initiation ceremonies.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	81	%

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

Gordon's school has an appropriate policy on Child Protection, that is consistent with the local areas protection committee procedures. The policy is located in the staff handbook and details the procedure to be followed as well a outlining the definition of the four categories of abuse as defined by the Department of Health. The procedure is based upon a line management and hierarchical system. The Deputy Head (Pastoral) is the designated member of staff for child protection. All staff interviewed were aware of the need to go the Deputy Head (Pastoral) should child protection issues be raised.

All staff interviewed had been provided with child protection training through the inset programme, this was undertaken in September 2004. Gap students are also given training through their induction programme.

As part of the child protection procedures there is guidance given on whistle blowing. The inspection team are satisfied that staff are able to speak out if concerns are raised.

There is a system for recording any child protection incident. Up to date there have been no child protection investigations this was evidenced through the local social services department.

The school has a policy and procedure for when a young person is missing from the school, this can be found in the staff handbook. Documents appear to be available for parents through the preliminary contact package and the school is advised to ensure that all parents are provided with this information.

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, rewards, discipline and sanctions.

The Inspection team found there was a general consistency between houses regarding the sanctions used in the school. Although with the individual approach of each set of House parents there were differences in the sanction process and the recording of the records of such minor issues happening within the house. However the process of recording major incidents was consistent throughout using the system that had been introduced by the Deputy Head (Pastoral). The Headmaster keeps a record within in his office of any major incidents that have been dealt with by him. Other incidents forms are kept within the children's files.

Student surveys highlighted that 86% of the pupils stated that they felt that sanctions were Always Fair, Almost Fair and that Most Were Fair.

The school does have a policy on the use of physical intervention and this is located in the Staff Handbook. It follows guidelines as set out by the Education Act 1996 Section 550A.

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 a complaints procedure that is issued to parents, students and made available to all staff. The inspectors noted that boarders are able to enter complaints in the suggestions and complaints book that is kept in each house.

Mr Mulkerrin keeps a written record of serious complaints and their outcome. The folder contained two complaints from parents the records showed that the complaints had been dealt with in an appropriate manner.

A recommendation has been made that reference be made to the CSCI in the schools complaints policy of how parents and boarders may contact the CSCI regarding concerns about the welfare of their children at school. Although the school does have the name of the CSCI within the complaints procedure needs to change the details to the local office in Surrey.

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
<p>The Inspectors felt that the school covered the area of Health Education in a comprehensive manner with a range of information available to the children outside of the classroom. Informal chats and meetings can happen to cover any discussions the young people may want to have.</p> <p>The nurses within the medical centre play a main role providing information to the young people on issues of health and social welfare issues.</p> <p>The students indicated to the Inspectors that they had been given and could access any required information covering all areas of health.</p>		

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
<p>Relevant information on pupil health is sought upon admission to the school and held in individual houses. This also included points of contact for parents, or guardians. As well as being in the individual houses information concerning particular health and medical needs, i.e. allergies, personal medication and conditions, is held by the school nurse in the medical centre. Contact numbers and parental consent forms are also held at this location. Appropriate records are kept regarding the administration of medication, first aid and care in both individual houses and the medical centre.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence	Standard met?	4
<p>The school has two groups of committees one is the Gordon Foundation which is related to the original founders of the school and it also has a Board of Governor's. The school Bursar is the Secretary to the Gordon Foundation and is the link between the school and the Foundation Committee. The Bursar is also apart of the Senior Management Team. Within the Board of Governors, a sub comitee is responsible for checking the welfare/pastoral care of the young people. The head master has regular meetings with the governors concerning the development of the school. The school currently has a five -year development plan in place.</p>		
<p>The senior boarding staff are offered training with the Boarding Schools Association. The House Parents who run each boarding house are a vibrant team who all have an individual approach to the running of their houses. Each house has a strong community feeling combined with a family orientated ethos. Within discussion groups the students reflected that they felt safe, secure and supported within their boarding experience.</p>		

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
<p>The school has developed a comprehensive detailed plan of dealing with a crisis and designed a format of who to call and what action should be taken.</p>		
<p>The plan covers a large range of possible situations and incidents within the School from illness to traffic accidents and missing pupils.</p>		

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 organisation of the boarding accommodation provides appropriate protection and separation of boarders by age and gender. No individual house has significant poorer provision, facilities or standards of welfare than the other houses. There appeared to be uniformity in the practice of boarding, however all houses maintained their individual house identity.

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?**

4

Gordon's school provides pupils with an excellent range and choice of activities both inside and outside teaching time. It was apparent to the inspectors that this is an important aspect of ethos and life at Gordon's School. All pupils are given the opportunity to develop to the best of their individual abilities and for some pupils excelling in sports or activities such as the Combined Cadet Force enables them to develop in confidence both personal and school careers.

Risk assessments have been undertaken and the inspectors were able to ascertain that appropriate supervision is available at all times.

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

Within the boarding houses there are a variety of forums for the students to voice their opinions these include the House meetings, the Boarding Committee meetings, regular discussions formally and informally on a day-to-day basis. The Inspector saw the minutes for these meetings.

In the discussion groups held with the students they reflected that they felt 'listened to' and respected. The pupils identified that they were given explanations if suggestions were refused.

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

Within the boarding houses there is an equivalent role to that of a prefect. The houses have Heads of Houses and two representatives from each year that form the boarding committee. Each house has an individual Heads of House guidance in place.

The House Parents and Tutors elect the Heads of Houses. There is training in place for the role that includes Child Protection, Bullying and various scenarios they may have to deal with. The Head of Houses meet with one of the House Parents on a weekly basis to discuss relevant issues and events.

All the students are able to take some role with the boarding houses by attending the Boarders Meetings or belonging to the 'House Committee'.

During the discussion groups held with the students they did not feel that the Head of Houses abused their role within the boarding houses.

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?

4

The pupil questionnaires completed by boarders prior to the inspection and all boarding pupils spoken with at the inspection confirmed that they felt they are able to talk a number of staff if they have a personal problem. Information is given to pupils individually and is displayed around the school advising them of persons they can contact who is not a teacher or a member of the boarding staff should they wish to discuss any concerns that they may have. It was noted that the school arranges for specialist counselling services should the need arise.

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

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required. Medication was noted to be appropriately stored and administered in accordance with the prescription or instructions from the pharmacy and any other household medications were appropriately administered and recorded.

Medical records were in the process of being updated by the school nurse. Parental permission had been obtained in advance for the administration of first aid appropriate, non-prescription medication and to seek medical optical and dental treatment when required.

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

Boarders who are ill can be cared for in the medical centre. The medical centre has two sick bays one with four beds where boys can be accommodated and one with three for girls. Should ill pupils need to be cared for in the medical centre for isolation, monitoring or continuous care nursing staff would be called to cover the out of hours duties. The medical centre is laid out in a manner that allows pupils to summon assistance easily and permit nurses to respond promptly. Should a pupil become ill whilst in their houses/dorms there is an appropriate system whereby they can call for assistance.

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?**

3

Prior to commencing school, parents are required to complete a medical declaration. Information is collated and distributed staff in particular those with responsibility for boarding duties. Any significant health problems of individual pupils is then circulated to all staff, for example information regarding pupils who have allergies, asthma and diabetes is made available in written and pictorial form in the school staff room and a copy is also displayed in the catering department.

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
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The school has an equal opportunities policy and a commitment to ensuring there is no inappropriate discrimination. The school also has a policy on Special Needs and looks at discrimination as part of the Bullying Policy.

The Inspector saw no evidence of inappropriate discrimination on the grounds of gender, disability, race, religion, linguistic background, sexual orientation or cultural background.

The Inspector discussed the issue of culture and diversity with the boarding house staff and again although dealt with in different ways through out the houses all issues and discussions are met openly.

There are support networks within the boarding houses where both staff and other students aid children who are feeling isolated or vulnerable. This became evident through the discussion groups with the pupils.

Standard 19 (19.1 - 19.6)
Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence	Standard met?	3
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Boarders confirmed that they are able to maintain contact with family and friends. Each boarding house has a telephone (payphone and separate in coming calls only telephone) the majority of which are enclosed. Pupils also confirmed that they generally use their own mobile telephones. Pupils also confirmed that they are able to use the laptops provided in the boarding houses to email their family and friends. The system is protected by a filtering system. Helpline contact numbers were seen to be on display next to each telephone.

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
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Each boarding house has their own system for recording pocket money held in safe keeping. Each pupil has a lockable cupboard in which to place his or her personal belongings.

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>The programme of the induction for new boarders is a comprehensive process with a guide that covers all aspects of boarding life that is sent to the students before they become boarders or weekly boarders at the school.</p> <p>Once some pupils become boarders they are given a buddy who is an experienced boarder. They act as a guide for new students. This varies from house to house.</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
<p>Not applicable as the school does not appoint guardians.</p>		

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?	4
<p>The school must be commended for its communication systems, all staff are committed to ensuring that all information/concerns regarding a pupils welfare is circulated to the appropriate staff. Regular meetings are held at various levels to discuss boarding issues. The head of boarding and the Deputy Head (pastoral) monitor all records and risk assessments.</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>Meals taken by the inspectors included breakfast, lunch and supper. There was a choice of menu at all meals. All meals are cooked and prepared on the premises. 76% of pupils indicated via the pupils questionnaire that they thought the food was of a very good to average standard. There is a pupils food committee who meet with the chef to discuss ideas for menus, records of meetings held were available. It was noted that the catering department had recently been awarded the Surrey Heath Borough Council Food Hygiene Award 2004 a much coveted accolade that has not been awarded to any organisation within the last three years.</p>		

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
<p>Drinking water is available in all houses and around the school.</p> <p>During the morning and after lessons the boarders can have a drink and a biscuit in the boarding house.</p> <p>The boarder's are permitted to make snacks in the boarding houses kitchen and the boarding house is supplied with bread, spreads, drinks and biscuits. Most of the House Parents supply fruit as an alternative snack in the day and evenings. The students are provided with special evenings when they can have takeaway food or go out to eat.</p> <p>Boarders have tuck boxes in the houses and are able to access them at certain times although tuck is limited to an appropriate amount.</p>		

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
<p>Responsibility for fire safety precautions in the school is held by the Assistant Bursar who manages the maintenance team. Satisfactory and up-to-date records of equipment tests and fire drills were seen by the Inspectors.</p> <p>Fire drill instructions were within each of the boarding houses on the notice board. Discussion with groups of boarders indicated they clearly understood the emergency evacuation procedures.</p>		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
<p>There are no onerous duties placed upon the students in the school. Within the student discussion groups the pupils felt they were given enough free time and enjoyed the teams or activities they were involved with.</p>		

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.		

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
As noted in Standard 11. All activities including high risk activities have undergone a vigorous risk assessment process and are appropriately supervised.		

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?	4
<p>The students can all access the local town and shops. The choice of where students can go and for how long is varied to their age groups this includes how much autonomy they can have whilst out. At the weekend various trips are arranged such as the cinema, bowling the theatre. All trips are risked assessed and staffed to an appropriate level.</p> <p>Daily newspapers and magazines are available within the boarding houses. Boarders have access to television and computers within the house and through individual laptops provided by the school. The computers have a fireguard system to stop access to inappropriate sites.</p> <p>The school has a large involvement in the D of E scheme and through this the young people become involved in community work both in the local community and abroad. The school also operates various clubs and activities including the Animal Club which is involved with the local RSPCA centre.</p>		

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
<p>Each House at the School has House Parents, with additional cover throughout the week when House Parents are 'off duty'. House Parents live on site and are generally around if needed though, even when off duty. Rotas are clearly organised and available in each House and staff cover appears to be of a sufficient and appropriate level for the age, number and needs of the boarders. GAP staff are employed and used appropriately in their respective Houses and are not left in sole charge of boarders. They always have a point of contact for further assistance if required. Staff of both genders are available to the boarders in the Houses and where the House consists of a majority of girls supervision of activity and daily living is appropriately and sensitively managed.</p>		

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
<p>A registration system operates in the School that appears to be effective in keeping track of boarders' whereabouts and movements. Subsequently all boarders on site are tracked. Parental permission for off site activity is required at all times outside of the group activity that forms part of the curriculum. This system appears to be rigorously enforced. Any other off site activity is always appropriately staffed and boarders would always have contact numbers available to them in the event of an emergency</p>		

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
<p>The school has a well-organised staffing system for night- time staff cover. Boarders were well informed of whom to contact and how at night.</p> <p>Due to the family style boarding practice and the good communication systems in place all students know who is sleeping in the boarding house each night.</p> <p>The inspectors have no concerns about night- time supervision.</p>		

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?	4
<p>There are job descriptions for each of the positions of staff employed in the boarding houses are in the boarding handbook 2001 updated 2004. There is an induction programme for each individual role. There are also guidelines in place for each role which is inclusive of the Gap Students and Language Assistant.</p> <p>Both the Head of Boarding and House parents have clear roles in the boarding houses. Each of the boarding house staff have clear lines of accountability and are aware to whom they seek support and supervision from.</p> <p>The school has a training programme in place that includes Child Protection and Boarding Schools Association for House staff. The gap students and non -academic staff have received appropriate training in line with their positions within the school.</p> <p>The Gap Students did identify that they receive a comprehensive introduction into the school and are given guidelines to their position and duties in the school.</p>		

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
<p>The School has a staff handbook in place that includes the guidance for the boarding houses and its policies and procedures.</p> <p>The handbook has comprehensive guidance to all issues such as aspects of boarding practice, bullying and the use of sanctions. The handbook includes guidance to complaints from parents and the young people.</p> <p>All the staff are given a disciplinary/grievance procedure. The guidelines are fully comprehensive of all issues surrounding the possible scenarios of action taken against staff.</p>		

Standard 36 (36.1 - 36.4)		
There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>The general view of boarders was that the staff look after them well and fairly. The inspectors did not witness any inappropriate favouritism or antipathy of staff to individuals or groups.</p>		

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 boarder' 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?	3
<p>The inspector who reviewed the staff files at the school found them to be complete with the required information as stated in 38.2 including police checks and CRB's. The staff who have worked within the school on a long-term basis have the appropriate documentation in place.</p> <p>There is a recruitment procedure in place that requests all relevant information. Teachers are asked to apply through sending a letter and an up to date CV. Non-academic staff fill in an application form. The Assistant Bursar informed the inspector that on occasions that non-academic staff have started work at the school before all the appropriate checks have been received but have been supervised until all relevant checks were received and cleared. All new staff have undertaken a CRB check.</p> <p>The school employs three Gap Students and one Language Assistant, the school ensures that the appropriate checks are in place and these are kept on record. The Gap Students do not undertake any duties within the boarding dorms and do not undertake any responsibilities in regard to the students without supervision.</p> <p>The taxi firm used by the school is a family company and have confirmed with the school that all their drivers have been CRB checked.</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 ensures that all adults that come into contact with the students are appropriately checked and do not have access to the children without being supervised by an adult employed by the school. Any outside contractors used by the school have a section written in the contract about their employees having been appropriately checked to work within a school environment. All visitors to the school are signed in and provided with a name badge.

The school does not have any people living within the school in the Boarding Houses that are not employed at the establishment.

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

Boarding accommodation was appropriately lit, heated, ventilated and suitably furnished. It was noted that there are no boarders with a disability being accommodated. There is a five year development plan with regards upgrading boarding houses. Although not all boarding accommodation has been subject to the improvements the inspectors determined that there was no significant difference between the houses. Accommodation is individualised by the House Parents and the current pupils.

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

The boarding accommodation is reserved for the use of those boarders designated to use it and is protected from access by the public. The inspectors were satisfied that suitable and adequate security measures are in place. The Assistant Bursar responsible for the maintenance of premises and health and safety risk assessments advised the inspectors that the school is considering employing an individual or a security firm to patrol the school grounds at night.

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
<p>Sleeping accommodation is suitably furnished and sufficient in size for the present number of pupils boarding. Some pupils commented that some mattresses were uncomfortable, however the inspectors ascertained that once this has been brought to the attention of a member of staff action is taken to replace the old mattress.</p>		

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
<p>The majority of out of school hour's study is carried out in allocated classrooms. During the tour of the inspection the inspectors noted that there is sufficient space provided for pupils who wish to continue to study outside of prep time.</p>		

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
<p>There are sufficient toilet and washing facilities available to meet the needs of the current number of boarders.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Within the Boarding Houses there are main locker rooms/changing facilities that present as tidy and with good facilities.</p> <p>Within the gymnasium and swimming pool there are changing rooms that offer adequate provision of toilets, washing/showering facilities.</p>		

Standard 46 (46.1 - 46.6)
Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence	Standard met?	4
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Boarders have access to modern and homely common rooms in each house, which have been decorated in an individual manner to meet the choices of the young people within the houses. There are also quiet areas where students can choose to be alone.

The school has extensive grounds and facilities that the boarders are able to use for both indoor and outdoor activities. Boarders have reasonable access to the boarding house outside school time.

The school has guidelines around young people having access to staff accommodation. The boarding houses are run on a family based ethos and although in some houses the students do enter the House Parents homes it is undertaken in an appropriate manner.

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?	3
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The inspectors saw no signs of any significant hazards to boarders' in the areas used for recreational activities. Risk assessments have been carried out on the physical environment and records kept, these are reviewed regularly.

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
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Boarders who are ill at school can be cared for satisfactorily and separately from other boarders with in sick bay accommodation, which has its own en suite bathroom facilities. Should a pupil require to be separated from other pupils due to illness, either one of the school nurses would provide out of hours cover.

Standard 49 (49.1 - 49.3)		
Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	4
<p>The School offers a full laundry service. There is a team of three staff in a dedicated laundry, who wash all linen, uniform, games kit. There is a washing machine provided in each boarding house where any emergency or personal washing is undertaken by the House parents, Gap Students or pupils.</p> <p>The turn around time for laundry is 24 hours. Washing is collected in the morning and students confirmed that usually they collect their personal laundry and uniform (shirts etc) that evening or the following morning. All staff and students commented on the efficiency of the laundry and the helpfulness of the staff.</p> <p>The Inspectors commend the staff and are satisfied that this standard is exceeded.</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?	3
<p>The school has a school shop, which sells items of stationery and personal items. Boarders are able to shop for themselves over the weekend. Each Boarding House has a tuck shop that is open for certain times during the day.</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?	9
<p>This standard is not applicable.</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

Off site accommodation arranged by the school is checked by the school before use if possible and is monitored by the school during use. Should visits to the off site accommodation not be possible the school requests risk assessments from the organisation providing the accommodation. Sufficient staff are provided to supervise and appropriate and effective step to safeguard and promote the welfare of pupils at all times are taken.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lead Inspector

Mrs S Rodgers

Signature

S Rodgers

Date

04 February 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 24 January 2005 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	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

Note:

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

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

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

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Denis Mulkerrin of Gordon's 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 Denis Mulkerrin
Signature Signed
Designation Headmaster
Date 23 February 2005

Or

D.3.2 I of Gordon's 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 _____
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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