



Champions for
Social Care
Improvement

inspection report

Boarding School

Bearwood College

Wokingham

Berkshire

RG41 5BG

24th – 28th November 2003

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**

Bearwood College

Address

Wokingham, Berkshire, RG41 5BG

Tel No:

0118 9786915

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

Mr. J. Bayliss

Name of Head

Mr. S. Aiano

NCSC Classification

Boarding School

Type of schoolCo-educational independent
boarding and day school for
children aged 11-18.**Date of last boarding welfare inspection**

13/06/01

| | | | | |
|--|----------|--------------------|--------|----------------|
| Date of Inspection Visit | | 24th November 2003 | | ID Code |
| Time of Inspection Visit | | 10:00 am | | |
| Name of NCSC Inspector | 1 | Lucy Martin | 098269 | |
| Name of NCSC Inspector | 2 | Maire Atherton | | |
| Name of NCSC Inspector | 3 | | | |
| Name of NCSC Inspector | 4 | | | |
| Name of Boarding Sector Specialist Inspector (if applicable): | | Jane Pyrgos | | |
| Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. 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. S. AIANO | | |

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 National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC in respect of Bearwood College.

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.

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| BRIEF DESCRIPTION OF THE SERVICES PROVIDED. |
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| <p>Bearwood College is an independent co-educational boarding and day school for children aged 11-18. There are 350 pupils, of whom 127 are boarders. There are 4 boarding houses, one for junior boys, a girl's house and two for senior boys.</p> |
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| PART A SUMMARY OF INSPECTION FINDINGS |
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| WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE |
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| <p>The school has a small senior management team, with senior staff who have significant experience in boarding. Boarders were clear that serious instances of bullying are taken seriously and that any punishments given were generally fair. There are robust recruitment procedures in place. Much work has gone into updating and expanding the school's policies and procedures to ensure that they meet the National Minimum Standards.</p> |
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| WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE |
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| <p>There is some work to be done to ensure that there is consistent practice in recording between the boarding houses. The complaints procedure is in need of reviewing and work undertaken to upgrade the toilets and bathrooms in one of the boarding houses.</p> |
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|---|
| CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE |
|---|

This school has been inspected for the first time against National Minimum Standards introduced from 1 April 2002. As a result, this report may contain a substantial number of recommendations. If so, the number of these should fall significantly at the next inspection when the school will have had time to take account of the new legislation and standards and to take action to meet them.

There was much evidence that the staff at Bearwood College are working hard to safeguard and promote the welfare of the children in its care. Some recommendations are made, and some advice given in the text of the report, to build on the standards of care seen.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

| |
|---|
| The grounds for any Notification to be made are: |
| |

| IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION | | | | | |
|---|--|--|--|--|--|
| | | | | | |

NA

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

| No | Standard* | Recommended Actions | |
|----|-----------|---------------------|--|
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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 and any advisory recommendations 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 | BS2 | The school reviews its monitoring and actions regarding low level bullying. | 27/4/04 |
| 2 | BS3 | The school ensures its child protection procedure complies with Standard 3. | 27/4/04 |
| 3 | BS3 | There is a programme of external training for key staff in child protection. | 27/6/04 |
| 4 | BS4 | There is greater consistency between boarding houses regarding the punishments given and how they are recorded. | 27/4/04 |
| 5 | BS5 | The school reviews its complaints procedure. | 27/4/04 |
| 6 | BS8 | The school's governing body has a system to monitor the welfare provision in the school. | 27/6/04 |
| 7 | BS12 | The school reviews the opportunities boarders have to contribute their views to the operation of boarding provision. | 27/4/04 |
| 8 | BS15 | All medication is kept securely and controlled drugs are double locked. | 27/4/04 |
| 9 | BS15 | The medical consent obtained from parents is expanded to include all the areas in Standard 15.4. | 27/6/04 |
| 10 | BS18 | The school reviews its support to overseas pupils and consideration is given to providing training for staff on cultural awareness. | 27/4/04 |

| | | | |
|----|------|--|---------|
| 11 | BS23 | There is evidence that the Head, or a senior member of the school's staff is monitoring the records indicated in Standard 23 and Appendix 3. | 27/4/04 |
| 12 | BS24 | The outstanding recommendations from the last Environmental Health report are addressed. | 27/4/04 |
| 13 | BS25 | There are systems put in place to ensure the temperatures of the fridges in the boarding houses are monitored. | 27/4/04 |
| 14 | BS34 | The induction and appraisal system for house staff is reviewed to ensure all staff are included and that there is written evidence of the process. | 27/6/04 |
| 15 | BS34 | The role of spouses and partners of staff within boarding houses is made clear. | 27/4/04 |
| 16 | BS39 | There is a written agreement between the school and any adult not employed by the school but living in the same building as boarding accommodation which covers all the areas in standard 39.4 | 27/4/04 |
| 17 | BS42 | There is a programme of upgrading the beds and mattresses in Hawkins House | 27/4/04 |
| 18 | BS42 | The shower and toilet facilities in Hawkins and Frobisher house are upgraded. | 27/6/04 |
| 19 | BS47 | Risk assessments are undertaken in relation to the need for window restrictors and the overloading of electrical sockets. | 27/4/04 |
| 20 | BS36 | The school acts to ensure that the issues relating to one particular boarding house are resolved. | 27/4/04 |

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 | BS21 | The pocket money record is signed by both the boarder and a member of staff. |

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

| | |
|--|-----|
| • Social Services | YES |
| • Fire Service | YES |
| • Environmental Health | YES |
| • DfES | YES |
| • School Doctor | NO |
| • Independent Person or Counsellor | YES |
| • Chair of Governors | NO |
| '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) | YES |

| | |
|--|----------|
| Date of Inspection | 24/11/03 |
| Time of Inspection | 10.00 |
| Duration of Inspection (hrs.) | 141.00 |
| Number of Inspector Days spent on site | 15 |

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**

10

TO

19

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

94

Girls

33

Total

127

Number of separate Boarding Houses

4

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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?

3

The school has produced a separate statement of boarding principles which is comprehensive in content. In addition, the information is supplemented by the school prospectus and handbooks available to new parents and members of staff.

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?

2

The school has a policy on countering bullying but there was little evidence that the staff team had yet been consulted about the content of the policy or had been involved in discussions regarding what constituted bullying.

There was feedback from boarders that the situation had to reach a serious stage before action was taken, but when this happened the action was effective. Some boarders expressed concerns that there was less action taken regarding low level bullying and there was little evidence that monitoring of low level bullying was taking place and recorded in boarder's files.

8 out of 120 boarders reported in the questionnaires that they were often bullied or most of the time. This was mainly by pupils of the same age.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

71

%

Standard 3 (3.1 – 3.9)

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

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

The school has an extremely detailed child protection procedure which is consistent with the local Area Child Protection Committee procedures. There is a shorter version available in the staff handbook. Although the procedure is detailed, there need to be a few minor changes made to ensure compliance with this Standard. The policy should be clear that a referral should be made within 24 hours to the local social services department and to include the NCSC as an organisation that staff can report to (standard 3.4).

There is a need to ensure that the staff disciplinary procedure includes the provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations. This procedure should include provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

All staff, including ancillary staff, receive a briefing regarding child protection issues, but there is no external training programme in child protection. It is a recommendation that key staff, such as house parents, undertake external training in child protection.

The Headmaster is the senior member of staff designated to take responsibility for child protection issues and has made good links with the local child protection co-ordinator. There was evidence that the school had reacted appropriately to concerns.

The school has a policy in place for the action to be taken if a pupil goes 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 written policy on discipline and advice was given that this also includes a statement of policy on the use of restraint. There was a wide variation between the boarding houses on what punishments were used and the recording of them. There were some good examples seen of rewarding good behaviour, particularly amongst the younger boarders. The sanctions used with the older boarders varied as did the recording in the sanctions books. It is recommended that there is more consistency between houses regarding the punishments used and how they are recorded. The disciplinary powers of prefects also varied between houses and need to be more clearly defined.

The Headmaster maintains a separate record of major punishments which provides a detailed record. Overall, most pupils said that the punishments given were generally fair.

| | | |
|---|----------------------|----------|
| 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 |
| <p>The school is in the process of introducing a new complaints policy, based on the ISC model. The procedure does not include information to parents and boarders about how they can contact the NCSC regarding any complaint concerning welfare and this will need to be added. Boarders spoken with seemed unclear about the complaints procedure although there is open access to the Headmaster.</p> <p>The school currently keeps a record of complaints and advice was given to record all concerns raised. There was evidence that not all complaints had been logged, especially those concerning members of staff. The written record of complaint did not always give a clear picture of how the complaint had been investigated and the outcome. If some of this documentation is elsewhere, advice is given that the location is recorded on the complaints log. Some pupils and staff did not feel that complaints they had raised had been investigated satisfactorily and no outcome had been reported back to them. It is a recommendation that the school reviews its complaints procedure.</p> | | |
| Number of complaints, if any, received by NCSC 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>Personal, social and health education is provided and advice is given by the school nurse. There is a consistent approach to alcohol, smoking and drugs. Pupils can obtain nicotine patches from the school nurse and there were seen to be some innovative responses to pupils caught smoking.</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?****2**

Health information is gathered about each pupil in a form completed by parents on admission and is kept in the sanatorium. It includes all the required information and the school nurses disseminate relevant information on a 'need to know' basis. The records inspected at the sanatorium showed that whilst information is being gathered, when there have been gaps, these have not been followed up to date. However, it is recognised that the school nurse is newly in post and that it is her intention to follow up these omissions so that the information is complete for each boarder.

Records seen in boarding houses regarding parental contact details included some information about welfare needs. Between the boarding houses, there was a wide range of quality of record keeping noted. Advice is given that there is guidance and consistency between houses.

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

The Headmaster has overall responsibility for boarding and the pastoral care of boarders. The line management for this goes down to the Second Master who has regular contact with the Houseparents and who has substantial experience in boarding practice.

At present, there is no system for the governors to monitor welfare provision in the school.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The school has a detailed policy regarding how the school would respond to a range of foreseeable major incidents or crises.

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?

2

Some of the boarding houses have poorer physical provision than others, particularly the two boarding houses that are part of the main house. The toilets and showers in these houses are particularly in need of renovation and the school is aware of the need to update them.

There are some differences in the boarding practices between the houses and the Headmaster has been made aware of particular issues in one house.

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 responses from the boarders questionnaires showed that the majority of boarders feel that there are sufficient activities outside of school time. The youngest boys have a structured programme of activities at weekends and the older boarders can go out to local shops and other activities are arranged. Some boarders appreciated the opportunity to do nothing and some overseas pupils would like to go out and see some of the local sights.

Not all the boarding houses have internet access, but where there is access, there are appropriate safeguards in place and supervision.

Standard 12 (12.1 - 12.2)

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

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

There are opportunities for boarders to air their views at house meetings, food committee meetings and at school council meetings. The Duty Prefects meet with the Senior Management Team every day. However, there was little awareness among boarders as to the organisation of the school council and little formal evidence as to how boarders views are taken into account in the development and practice of boarding. It is recommended that this is an area for further development.

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**

There are House Prefects in all the senior boarding Houses and they are appointed by the House Master/Mistress. All members of the Lower Sixth are invited to apply to be College Prefects and all who apply are given a formal interview. Appointments are made by the Headmaster and all the College Prefects meet with a member of the Senior Management team weekly.

There is written information regarding the duties, responsibilities and powers of prefects and any sanctions imposed are monitored by Houseparents or senior staff. The prefects were generally found to fulfil their role appropriately. In one House, prefects take the morning register without staff present and advice was given that this practice is discontinued.

Boarders also have opportunities in CCF and the Duke of Edinburgh Award scheme to take on roles of responsibility and leadership.

Standard 14 (14.1 - 14.6)

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

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

The boarders responses in the questionnaire and when spoken with suggested that there are a range of people at the school that they would talk to if they had a problem. House Matrons figured highly as well as House Master/Mistress and boarder's Tutors.

The school has appointed someone in September 2003, outside the boarding or teaching staff, to act as an independent listener. This is a positive move and suggestions were made that this person is known to all pupils and has a more proactive role. At present, not all boarders were aware of the independent listener although his telephone number is clearly on display in phone booths.

The independent listener has had a Criminal Records Bureau check undertaken and was clear regarding the need to pass on child protection concerns.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

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

The sanatorium is staffed by qualified nurses between 8am-6pm, Monday to Friday and 9am-1pm on Saturday. In addition to a full time nurse, there is a part time nurse who covers two days a week and also assists with the delivery of the PSHE curriculum. Outside these hours, school staff have access to the nurses via a mobile phone which the nurse on call holds.

Two local GP's hold surgeries twice a week and as one is male, the other female, pupils have access to either. The sanatorium computer is linked with the surgery so NHS health records are easily updated. Emergency dental and optical care can be arranged on a private basis, but parents are expected to arrange these appointments during the holidays.

If first aid or minor illness treatment is required outside the nurse's on duty hours, the normal protocol is that staff always contact the nurse first. This is a specific medical policy for all staff and includes the provision of non-prescribed medication to boarders.

A small stock of medications is kept in the sanatorium within a metal lockable cupboard. This in turn is within another built in cupboard in the surgery room, but neither was locked during the inspection visit and as such, is not seen to be kept securely. It is also advised that a separate specific double locked cupboard should be installed for the safe keeping of controlled drugs, as they are currently stored alongside the rest of the medications.

Records of treatment and medication administration are kept, but in the Sanatorium, the majority of these are entered into a daily logbook. A "kardex" system for each pupil has recently been started, and it is advised that details of each contact with a pupil be entered, plus all medication or treatment given, so as to create an individual total record of each student and to facilitate overview. All records should be dated and signed by the administering member of staff. Within the boarding houses, a standard sheet has been created for the recording of all medications given by staff, but there is evidence that this is not being used across the board. Records seen that deviated from this proforma, however, were of sufficient detail. The nurse plans that she will monitor these records each term to ensure consistency of standard.

An accident book is in existence, and is usually kept in the Sanatorium. However, this was not inspected as the Master at Arms was holding it at the time of the inspection.

Written parental permission is sought from the school to give "emergency care" to the scholars. This is not enough to meet the Standards' requirements, and should be extended to include specifically, the administration of first aid, and appropriate non-prescription medication to boarders, and to seek medical, dental or optical care 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**

The purpose-built Sanatorium provides a high standard of accommodation for ill boarders with separate four bedded rooms for boys and girls, each with separate toilet facilities. There is scope to extend this as the building is not currently fully utilised, and a recent change has been a single room at the other end of the building that could be used if isolation was required.

The nurse remains on site should ill boarders be in need of care out of normal duty hours, and is easily accessible within the building in a separate bed-sit. On occasion the female gap student provides assistance in the Sanatorium to enable the nurse to leave the building.

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**

In terms of pupils with learning support needs, the study support centre works to ensure that needs are identified and any support given. There were also examples of extra support given when there had been family bereavements. Staff generally showed a caring attitude regarding pupils who might be experiencing personal difficulties and adopted suitable sensitive strategies for supporting them. However, there was little evidence to show a co-ordinated approach by teaching staff and house staff when supporting emotional or welfare needs. There were differences between Houses with some showing a better understanding and the need for support, than others and this was supported in the written records seen.

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 school has a number of overseas pupils and in the college there are normally between 10-15% who are from a different culture and who speak a different language. It is the schools expectation that any differences are minimised and all pupils are subject to the same rules and expectations. Some overseas boarders were finding it hard to settle, especially those who did not have peer support from those who came from the same country, or who spoke the same language. Care needs to be taken that these pupils are fully integrated into the school on every level, both in the classrooms and in the boarding houses, with a working knowledge of each of their cultures. Advice is given to consider inset training on cultural awareness.

The kitchen was ensuring that food likes and dislikes of overseas pupils were accommodated and the tuck shop provided appropriate snack foods. The ESOL (English for Speakers of Other Languages) provided good support for 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**

All the boarding houses have private phone booths which have helpline numbers displayed. Boarders can use mobile phones and most boarders own one.

Standard 20 (20.1 - 20.3)

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

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

All the boarding houses operate a system whereby the boarders give the House Master/Mistress pocket money for safekeeping. Advice was given that the boarder and a member of staff sign the record sheet kept.

All the boarders have a lockable space to keep personal possessions and valuables.

| | | |
|---|----------------------|----------|
| Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders. | | |
| Key Findings and Evidence | Standard met? | 2 |
| <p>The school gives new boarders a handbook on arrival at the school. Consideration could be given to sending the handbook in advance, so that parents can go through the information with their child. There is no formal buddying or mentoring system in place, although new boys all live in Jellicoe House for the first two years.</p> <p>Some boys expressed concerns about moving from Jellicoe House onto the senior boys houses. An induction evening is held but a more in depth induction could be considered with the older boys acting as mentors.</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? | 3 |
| <p>The school makes it clear to parents that the school does not appoint guardians and that any arrangements are the responsibility of parents. There are members of staff employed by the school who do act as guardians for some of the boarders. Advice was given to ensure that all the appropriate checks had been carried out on these staff.</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? | 2 |
| <p>There was evidence that the Head monitors the major punishments book and complaints book. Other records in need of monitoring at least twice a term include the administration of medication, treatment and first aid, accidents and risk assessments. There are plans in place to ensure that the school nurse monitors the administration of medication in the Boarding Houses and the Headmaster receives a copy of accidents and incidents termly. Advice was given to evidence that the monitoring has taken place by signing the record seen.</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**

The majority of boarders at the school find the food average. There is always a vegetarian choice at main meals and in addition, a salad bar at lunchtime. Generally, pupils felt that the food has improved over time and the Sunday brunch was popular.

The Dining hall and kitchen facilities were built when the school was smaller, and there are significant queues at all meal times despite staggering the houses at different times. This has a detrimental effect on the overall eating ambience, and at peak times the students also have to queue to dispose of their trays, and leave. It is recommended that the school review this, and give consideration to extending the length of serving times, so that the stagger could also be extended.

There are a number of outstanding, urgent recommendations from the last Environmental Health report, mostly relating to out of date equipment, which need to be addressed before March 2004.

Standard 25 (25.1 - 25.5)

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

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

Drinking water is available in all the boarding houses and is well labelled in Jellicoe and Drake. Advice is given to ensure outlets in other houses are clearly labelled. The school has its own water supply and the inspectors were informed that the quality of the water is monitored by the water authority.

Snacks are available and are either provided by the school or purchased at the tuck shop. All the houses have fridges in which boarders can store their food. At the moment there is no monitoring of the temperature of these fridges and it is recommended that regular fridge temperatures are taken.

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

There has been a recent upgrading of the fire alarm system in the main house and regular testing and servicing of the alarm system, emergency lighting and fire extinguishers routinely takes place.

Regular fire drills are carried out with records kept. Boarders spoken with were aware of the evacuation procedures. Advice was given to review the use of door wedges in some of the boarding houses.

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

There was an awareness among staff that boarders have a busy life with demands outside of the school day. Boarders who have difficulty managing are spoken with and helped to cut down on non-academic activities.

Boarders were clear that they still have some free time and the change to a Sunday brunch was appreciated to allow a lie-in on Sundays.

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

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**

A wide range of risk assessments were seen relating to CCF activities and the DOE award. The Ministry of Defence inspect the rifle range and issue a certificate which was on display. Safety measures are taken seriously and adhered to.

Written parental permission is obtained for each specific activity as well as relevant medical information.

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**

Older boarders can leave the school site to go to Wokingham or Reading, but this is dependent on year group and there are rules regarding the number of boarders to go together. The supervision arrangements are appropriate and there is a signing in/out book in each house.

Boarders have access to a range of newspapers as well as other sources of information such as televisions and radios.

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

There are appropriate levels of staff supervision in the boarding houses. Each evening a house tutor is on duty and is available in the house. House masters/mistresses are also contactable. In one house in the mornings it is common practice for boarders to be woken by house prefects who take the register and who are later joined by the house parent. It is advised that this practice is looked into and to ensure that a member of staff is in the house when pupils are woken.

Boarders are aware of the member of staff on duty and how to contact staff at night.

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

There are appropriate supervision arrangements for boarders leaving the school site. Mobile phones are carried by the staff on duty and there is a policy covering school transport and the use of private vehicles.

Gap students are used to take pupils to medical appointments outside the school site, but it is policy that they take a mobile phone with them.

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

The boarding houses have at least one adult member of staff sleeping in each boarding house at night and boarders are able to easy contact staff at night.

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?**

1

New house parents do have an induction to the role and regular meetings with the Second Master who takes the leads on boarding. However, it is recommended that the induction is a more formal system with more written evidence of the areas covered.

There is a system of appraisals for house parents every two years. It is recommended that new house parents are appraised earlier than this and that there is a system of appraisals for house Matrons.

One house parent has attended an external training course and another member of house staff is currently half way through a BSA qualification. Advice was given to the school to encourage new house parents to develop their boarding practice by attending outside courses.

The role of spouses and partners of staff within boarding houses is unclear and the school needs to develop written guidance in this area.

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

The school has a staff handbook which contains a wide range of information. In addition, the school has worked hard to produce a comprehensive number of written policies and procedures. Many of these are in their early stages and have been written without consultation with staff. It is anticipated that further work in this area will be undertaken.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

2

Overall, there were found to be good relationships between the staff and boarders. Boarders felt that the staff treat them fairly and without favouritism.

In one boarding house, relationships were found to be less positive. There have been disagreements between staff and boarders which have not been resolved. There were concerns expressed regarding the behaviour of staff to boarders and some favouritism. The inspectors have given the Headmaster further details regarding this and this matter will be followed up in separate correspondence outside of this inspection.

Standard 37 (37.1 - 37.2)

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

Key Findings and Evidence**Standard met?**

3

Boarders were satisfied with the levels of supervision and did not feel that staff were intrusive.

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|---|----------------------|----------|
| 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 school has robust recruitment procedures and good efforts have been by the Headmaster's secretary in ensuring that all the appropriate checks are undertaken. Areas of good practice include ensuring that gap students have police checks and an awareness that adults living on the same premises as children (for example adult members of staff households) need to have a Criminal Records Bureau check undertaken.</p> <p>Advice was given to make direct contact with each referee to verify the reference and ensure that the reference letter sent out when employing ancillary staff, specifically asks all referees to state any known reason why that person should not be employed to work with children.</p> | | |

| | | |
|---|----------------------|----------|
| Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau. | | |
| Key Findings and Evidence | Standard met? | 2 |
| <p>The school ensures that CRB checks are carried out on ancillary staff and visitors without checks are supervised.</p> <p>It is recommended that there is a written agreement between the school and any adult not employed by the school but living in the same building as boarding accommodation (for example adult members of staff households). This written agreement should contain all the areas outlined in standard 39.4.</p> | | |

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

Overall, the standard of accommodation provided for boarders is satisfactory. All areas were clean and the decoration is adequate.

The accommodation in the two outlying houses, Jellicoe and Drake, is significantly better than that of the two houses in the main building.

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 school has good security arrangements and all outside doors have keypad locks. Advice was given to review the arrangements to enter Frobisher House. Some of the houses already have CCTV in the communal areas and there are plans to extend the system to all the boarding houses in due course. Drake house has alarmed doors and windows at night.

It was found that some lighting on the school site at night was inadequate and the inspectors were informed that there is a programme of upgrading in place.

| | | |
|--|----------------------|----------|
| 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 varied between houses and there were larger rooms and fewer sharing in Drake and Jellicoe houses. All sleeping areas seen had adequate floor covering and storage space.</p> <p>In the main house it was found that there was a huge variety of beds, some of which were not of good quality. There were some cases where the mattresses were smaller than the beds. Some boarders spoken with found the beds uncomfortable. It is recommended that there is a programme of upgrading the beds and the mattresses.</p> | | |

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|--|----------------------|----------|
| 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>Pupils complete their prep either in their rooms or in organised groups. All facilities for study were satisfactory.</p> | | |

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|---|----------------------|----------|
| 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? | 2 |
| <p>All the boarding houses have adequate numbers of toilets, washbasins and showers. The facilities are above average in Drake house, with a washbasin in every bedroom. The school has recognised that the shower and toilet facilities in the two boarding houses in the main house are not acceptable. The facilities are old, poorly ventilated and tiles and paint are coming off the walls. The school has prioritised this area for upgrading work in the near future.</p> | | |

| | | |
|---|----------------------|----------|
| Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day. | | |
| Key Findings and Evidence | Standard met? | 3 |
| <p>The changing facilities seen were suitable. Most sports changing is done in the boarding houses.</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? | 3 |
| Boarders have access to a range of recreational facilities in and out of their boarding houses. There are games rooms as well as televisions, DVD players and videos. The gym facilities can be used during some evenings after prep. | | |

| | | |
|---|----------------------|----------|
| Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards. | | |
| Key Findings and Evidence | Standard met? | 2 |
| <p>There were a number of windows in the boarding houses that present a risk to safety and should be fitted with opening restrictors. In the older boarding houses there is a shortage of electrical sockets which has led to the general use of extension leads and the possible overloading of sockets. It is recommended that this area is clarified and possible dangers assessed. The fridges in the kitchens in the boarding houses are not having their temperatures monitored and this should be happening on a daily basis.</p> <p>Risk assessments have been undertaken in high risk areas within the school and the grounds. There are clear out of bounds areas of the school grounds that are recognised by students as being for their safety. There are zones around the lake and woods, where they may not go, where they may go, and where they may go accompanied by staff.</p> | | |

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|--|----------------------|----------|
| 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 |
| All ill pupils are cared for in the Sanatorium with separate spacious provision for boys from girls, and the option of either a room with four beds, or a single room as deemed appropriate. Each has washing and toilet provision close by. | | |

| | | |
|--|----------------------|----------|
| Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding. | | |
| Key Findings and Evidence | Standard met? | 3 |
| The school has a laundry facility on site which is operated independently from the school. There was positive feedback about the laundry service from house matrons and boarders. Each house has a washing machine and boarders can ask the house matron to wash delicate items. | | |

| | | |
|--|----------------------|----------|
| 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 |
| Students have access to a nearby grocery store during some free time, but there is also a tuck shop in school, which supplies a small range of personal toiletries and stationary 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 |
| 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 |
| Any off site accommodation used is in connection with CCF or the DOE award. The accommodation used by the CCF is approved by the Ministry of Defence and for the DOE they use recognised campsites, youth hostels or the campsite has been visited before the trip to check suitability. The sanatorium is contacted and a form completed concerning medical needs of pupils and any medication needed is securely stored. | | |

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lead Inspector _____ **Signature** _____

Date _____

Second

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 - 28 November 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Bearwood College is enthusiastically eager to continue to do all that is appropriate to protect and develop the welfare of our boarders in line with the National Standards.

A concern experienced in achieving this in a mutually satisfactory manner is the absence of precise definitions of what is expected and/or acceptable within many of the Standards. We need greater clarity under each Standard of what is precisely required across the 4-point scale of assessment.

Without clear identification of "best practice", both currently within College and externally in the form of precise guidance, uncertainty is inevitable. In the absence of specific definitions and explanations, we have to embark on making adjustments to our practice in good faith in the light of generalised NCSC recommendations, without knowing whether our adjustments will be deemed appropriate/adequate at a subsequent inspection. This problem is likely to be especially evident where the language of Standards (eg "reasonable", "appropriate", "adequate", "sufficient", "suitable" etc) required subjective judgements. Where some staff/areas are achieving the highest standards, it would be useful to have them identified so that we are enabled to spread their "best practice" further.

I am happy to discuss any of these issues further with NCSC personnel.

Note is taken of the remark on Page 6 of the Report of the expectation that "the number of (recommendations) should fall significantly at the next inspection". Nevertheless, more detailed universal guidance and direction over the full 278 targets contained within the 52 Standards would facilitate a more successfully effective and efficient collaboration over boarders' welfare.

I should make clear that our Lead Inspector has endeavoured to be personally helpful in a number of individual areas, over and above the Inspection procedure.

Factual Inaccuracies

The following factual inaccuracies in the draft Report were identified:

- Page 10 The Chairman of Governors was not consulted by the Inspectors, as indicated.
- Page 28 Mr Cheeseman has successfully completed the BSA "Certificate of Professional Practice" qualification, and Mrs Webster is currently halfway through.

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

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

NO

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 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

NO

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

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, Stephen Aiano of Bearwood College 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, Stephen Aiano of Bearwood College 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.