



Making Social Care
Better for People

inspection report

Boarding School

Ardingly College

Haywards Heath

West Sussex

RH17 6SQ

22nd November 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Ardingly College

Address

Ardingly College, Haywards Heath, West Sussex, RH17 6SQ

Tel No:

01444 892577

Fax No:

01444 893001

Email Address:

registrar@ardingly.com

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

Woodard Schools (Southern Division Limited)

Name of Head

Mr J R Franklin

CSCI Classification

Boarding School

Type of school

Independent

Date of last boarding welfare inspection

N/A

Date of Inspection Visit		22nd November 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mr Kevin Ball	111565
Name of CSCI Inspector	2	Mrs Kathy Allen	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Alison Scott	
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.		Not applicable	
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 FRANKLIN - HEADMASTER	

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 Ardingly College Senior 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.

Ardingly College Senior School is a school of the Woodard Corporation and as such has a long history of providing educational opportunities for young people. The aim of the school, as outlined in the prospectus and Handbooks, is to enable all students to develop “ their love of learning, academic potential and individual talents in a caring community which fosters sensitivity, confidence, a sense of service and enthusiasm for life”.

The school accommodates approximately 220 students, both boys and girls, and additionally provides for nearly 200 day students. Students originate from the local area as well as from further afield including overseas. Those students who board are accommodated in six separate houses, the majority of which are newly built on the school site.

For a full and comprehensive picture of the services available at the Senior School this report should be read in conjunction with the last Independent Schools Inspectorate report dated 15/09/2002.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The following constitute a selection of areas that Ardingly College Senior School performs well in:

- Strong management and leadership of the boarding accommodation and welfare provision for students who board.
- A comprehensive and broad range of activities and opportunities available to all students that is set to increase.
- The medical and health provision including the overall approach to safeguarding student’s welfare.
- Efficient laundry facilities.
- Extensive studying facilities for those who board.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The following constitute areas that Ardingly College need to improve upon:

- Tightening up the staff recruitment procedures and adult access to the school site, to ensure a seamless system is in place.
- Ensure staff training and guidance is consistently provided to all staff who have boarding duties, notably ancillary staff and Matrons.
- Consider strategies for enhancing student feedback about provision and practice within boarding accommodation.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Of the 52 National Minimum Standards for Boarding Schools two do not apply to Ardingly College Senior School. Of the remaining 50 Standards the school exceeds ten, meets 35, and achieves minor shortfalls for five.

This is the first inspection of Ardingly College under the National Minimum Standards. The school was open, receptive and welcoming of the inspection team and the findings.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	34	All staff, including Matrons, domestic and ancillary personnel to be provided with appropriate training i.e. child protection, countering bullying etc, in order to fulfil their roles and responsibilities. In doing this performance and contract review is also recommended.	End of July 2005
2	35	All staff, including Matrons, domestic and ancillary personnel to have access to the Staff Handbook and information as appropriate in order for them to fulfil their roles and responsibilities.	End of July 2005
3	38	The school to ensure that it has a robust and tight recruitment process in place for all staff and personnel that work on the school site.	Immediate
4	39	The school to ensure that all visitors, contractors, and other adults on the school site are either checked through the Criminal Records Bureau or are not left unsupervised with boarders.	Immediate
5	41	The school to carry out a Risk Assessment of public access to the site with specific reference to the public footpaths and review the Security Policy annually.	End of February 2005
6	44	Ensure that Gap students do not share washing facilities with students.	Immediate

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	10	Consider the development of a common area for increasing students' social opportunities.
2	12	Review current practice and consider further strategies, as appropriate, to enhance student consultation.
3	15	The school is advised to seek parental consent in advance to administer First Aid and non-prescription medicine in addition to the emergency treatment consent they currently hold in the event of being unable to contact parents.
4	17	Develop and implement formal written Welfare Plans for those students with additional welfare needs.
5	19	The provision for students' and their families to contact each other be reviewed and amended as appropriate.
6	20	The security of students' personal possessions to be reviewed.
7	23	Consider the centralisation of essential records such as complaints, risk assessments, in order to promote effective monitoring.
8	34 & 35	All staff have training in child protection and that a training and appraisal system is established for ancillary staff and Matrons. All staff to have access to guidance on boarding policies and practice.
9	52	The school is advised to ensure that all adults who may have access to students in host families or at Licensed Activity Centres are CRB checked or equivalent or the College puts in place that all such adults will be supervised by a member of the College 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

<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
	YES
	NO
	YES
	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)	NA

Date of Inspection	22/11/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	27
Number of Inspector Days spent on site	3

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="842 365 938 443"><tr><td>143</td></tr></table>	143
143		
Girls	<table border="1" data-bbox="842 443 938 521"><tr><td>73</td></tr></table>	73
73		
Total	<table border="1" data-bbox="842 546 938 624"><tr><td>216</td></tr></table>	216
216		
Number of separate Boarding Houses	<table border="1" data-bbox="842 624 938 689"><tr><td>6</td></tr></table>	6
6		

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence	Standard met?	4
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Ardingly College has an excellent statement of boarding principles and practice that is made available to parents, boarders and staff. This is achieved through the school prospectus, the Parents' handbook and the Students' Handbook. These documents contain information about facilities and activities available, school rules and expectations, practical information regarding routines and provision, welfare support services and statements of aspiration. The Staff Handbook additionally contains the aims of the school, statement of boarding principles and practice, as well as the aims and objectives of each boarding House in the school.

These are professionally produced documents that are well set out and user friendly, all of which accurately reflect practice and provision within the boarding school.

Through inspection of boarding houses, discussion with staff and students and direct observation the Inspection team is assured that this Standard is exceeded.

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**

Ardingly College has a written policy on countering bullying that appears to be known to parents, boarders and staff. The policy contains a definition as well as measures for all to take to support the implementation of the policy. The Staff Handbook contains a comprehensive list of signs and symptoms of bullying to consider as well as outlining a specific approach to dealing with both the bully and the victim. The policy is comprehensive and acknowledges the reality of dealing with a constant potential problem.

During the course of the inspection no initiation ceremonies were reported or observed and staff appeared to be vigilant to signs and symptoms of bullying. Student survey highlighted that 65% stated that they were never bullied with a further 21% stating that they were hardly ever bullied. Of those that stated that they were being bullied 14% highlighted that pupils their own age were the perpetrators of the bullying. Discussion groups with students also confirmed that bullying was not tolerated.

The Inspection team were satisfied that bullying was not tolerated and that staff were vigilant to its occurrence.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

86

%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

3

The school has an appropriate policy on child protection and this is contained in the Staff Handbook. They also hold a copy of the West Sussex Child Protection Procedures and the Department of Health Working Together to Safeguard Children document. Staff were conversant with its principles.

The Deputy Headmaster, in collaboration with the Headmaster, is the designated lead on child protection issues and the Handbook advises all staff to contact him if needing guidance or advice on such matters.

Correspondence from the local authority Social and Caring Services prior to the inspection confirmed that the school follows procedures appropriately and deals with any matters promptly and efficiently. There are no outstanding concerns relating to Ardingly College in respect of child protection matters.

The school does operate a Prefect system however no reports were received during the inspection of Prefects misusing their power or position.

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

The Staff Handbook also contains policy guidance on the “Professional Code for the Protection of Staff” that essentially outlines safe care in dealing with situations that may contain inherent risks i.e. being alone with students. This is a useful document.

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
<p>The school has an appropriate policy on behaviour, discipline and the use of punishments that appears to be known to boarders', staff and parents'. Initial information is provided upon admission, however further information and reference can be found in the Students' and Parents' Handbooks as well as in the Staff Handbook.</p> <p>These documents detail a principal objective of encouraging self discipline and operates on rewarding positive behaviours. It does however recognise the need for sanctions and lists the procedure as well as the type of behaviour that may require some form of discipline or sanction. Examples of specific offences would be smoking, alcohol use, drug use, personal relationships within certain bounds and theft.</p> <p>School Prefects can administer detentions however this has to be formally endorsed by the Deputy Headmaster. No adverse reports were received by the inspection team regarding this power.</p> <p>Some inconsistencies regarding the administration of sanctions and disciplining was reported to the Inspectors across different boarding houses. The school is advised to monitor and review as appropriate. Student survey highlighted that 16% of students felt that punishments were always fair with 20% stating they were almost always fair. 39% of students stated that most punishments were fair.</p> <p>The Staff Handbook contains the policy guidance on Restraints, stating that as a general rule staff are "advised to never make any physical contact with any student, whether to guide, restrain or console". It also provided guidance on what action to take if physical intervention is required.</p>		

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
<p>Both the Parents' Handbook and the Students' Handbook contain information on making complaints. The Student's Handbook contains guidance on "Procedures for worries or complaints" and it provides contact details for students to speak to someone outside of the school as well as details of whom to speak to in the school if needed. Additionally it provides a timeframe in which complaints will be responded to.</p> <p>The Staff Handbook contains the policy for dealing with parental complaints and this sets out guidance for handling any complaint, the procedural response, and timescales. The Handbook also contains "Guidance for Parents using the School Complaints Procedure".</p>		
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
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The school has an appropriate policy on countering major risks to health. This is mainly delivered through the Personal, Social, Health Education programme of the curriculum. The aims of this programme are to consider student's values and beliefs, raise awareness and help students make responsible choices.

The tutorial system, the staff at the Medical Centre and the Chaplain also play an important part in providing guidance and support for such issues. The Medical Centre has a good selection of leaflets that are available covering issues such as obesity, food and nutrition and alcohol use. These are freely available to students.

The Staff Handbook refers to dealing with specific issues such as smoking, alcohol use, drug use and relationships.

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?	4
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All health records are maintained in the Medical Centre. These include individual records for boarders containing any relevant information concerning significant health and welfare needs and issues.

Records seen presented a comprehensive picture of boarders' health and evidenced appropriate monitoring and action taken in regard to issues such as allergies and illnesses. House staff are made aware of students with particular needs through regular dialogue with the Medical Centre where appropriate.

The Medical Centre provides Housemasters and Housemistresses with any relevant information provided by the parents concerning boarders' health and welfare e.g. asthmatics, allergies, adverse reactions to medication and significant medical conditions etc. This is, however, a two way channel of communication and the Housemasters and Housemistresses are sometimes informed of issues, which they then pass to the Medical Centre. The lines of communication are good and work well. Welfare records sampled during the inspection held details of parental responsibility, contact details and any other emergency contact arrangements.

Confidentiality of personal information is secure and sensitive matters are dealt with in a dignified and respectful manner.

It is the coordinated and effective approach to dealing with health information that satisfies the Inspection team that this Standard is exceeded.

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
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The school benefits from strong leadership and management of the boarding accommodation and welfare arrangements. The team consists of the Headmaster, Deputy Headmaster, Bursar, Director of Co-Curricular activities and the Housemasters/Mistresses. All have significant experience in their particular field. The Headmaster has been in post for six years and has achieved his first five-year development plan, which included the building of new boarding accommodation. The second five-year development plan is now being implemented and this includes refurbishment and redecoration of existing accommodation, developing the new library, and the new ICT provision.

The school has a governing body that meets four times a year, with sub-committees that meet as appropriate.

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
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The school has a very comprehensive document titled 'Emergency Plan for Ardingly College' that sets out the procedures and guidance for staff should a crisis arise. A more compact document 'Emergency Plan Checklist' is in place and this is to be used on a more practical basis guiding staff in their response.

The Staff Handbook details guidance for fire evacuation procedures and health and safety issues. On paper it appears that a great deal of thought has gone into these documents and it is this that satisfies the Inspection Team that this Standard is exceeded.

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**

No boarding accommodation is of significantly poorer provision and there is no major discrepancy in the quality of provision between genders. All boarding houses have common rooms and the general arrangements for the boarding accommodation does contribute to boarders' welfare.

Student discussion groups highlighted the desire for a central common area for those who board in order to promote social opportunities, and an informal meeting area. The Head has informed the Inspector that plans are well advanced for the provision of a 'cyber café' that should promote social opportunity. It is anticipated that this will be completed by December 2005. This is something that the Inspection Team would support.

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**

Students have a broad range of activities available to them that include sporting, musical, drama and artistic opportunities. These are available both on and off site as well as abroad. Activities such as Duke of Edinburgh's Award scheme, Combined Cadet Force and World Challenge provide opportunities for adventure, leadership and travel. Appropriate risk assessments are in place.

The Head's Self Assessment highlights that the post of Director of Co-Curricular Activities is new and it is set to increase the effectiveness of the school's activities programme. Students' free time is limited.

The Head's Self Assessment identifies that from January 2005 boarders will be offered an even more interesting programme of Sunday activities including fortnightly coach trips to major attractions in London and the southeast.

It is the range of activity that is available that satisfies the Inspection Team that this Standard is exceeded.

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
<p>Students do have opportunities to contribute to the operation, practice and provision of boarding in the school through both formal and informal means. Formal opportunities exist through the School Council and the Food Committee, which have representatives from the house/year groups. Student discussion groups highlighted that these were often felt to be ineffective and they often did not receive feedback about issues raised. The School may wish to review these and consider further strategies to ensure the views of boarders are heard and valued.</p> <p>Informal opportunities exist through the tutorial system, individual house meetings held on a weekly basis and general day-to-day activity. Students were surveyed about Saturday school continuing or not.</p>		

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
<p>The school does operate a Prefect system and the Headmaster is responsible for selection and appointment each year. Those selected shadow older Prefects as a way of understanding their roles and responsibilities. Prefect duties are recorded in writing.</p> <p>Prefects are provided with training and guidance and also receive ongoing support by meeting on a weekly basis with the Headmaster. This year Prefects were given one days training from an external consultant about leadership and their role.</p> <p>No adverse or negative comments were received by the Inspection team during the course of the inspection about Prefects.</p>		

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
<p>Students have a range of individuals available to them whom they can turn to if needing personal guidance. Each boarding house has a notice – Someone to Talk to - stating they can contact a number of people including the Independent listener, Tutors, Matrons, nursing staff or the Chaplain. This notice refers to the National Care Standards Commission and will need to be amended to CSCI. Students are also able to contact their parents if needed.</p>		

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?

4

The Medical Centre is manned by three Nurses, (all Pin numbers are up to date and recorded in the Bursary) one of whom is the Sister in Charge, a role she combines with being Housemistress of one of the girls' houses. One Inspector discussed the issue of a possible conflict of interest in these two roles and was satisfied that this was not an issue. A Doctor from the local General Practice oversees and monitors the Medical Centre and visits the school three times per week to hold surgeries. All boarders are registered with the Doctor. The Housemasters and Housemistresses spoke very highly of the service operated by the nursing sisters and of the leadership provided by the Sister in charge.

Girls are able to request to see a female Doctor at the surgery in town and this is arranged.

Boarders' NHS records are held at the College in a securely locked cabinet to which only the visiting Doctor and the nurses have access.

A Physiotherapist visits the College once a week and there is a dedicated room in the Medical Centre where treatment can be given.

Boarders are able to access appointments with two Dentists, two Orthodontists and an Optician, as well as other specialists if required.

Parents are required to fill in a comprehensive health form when their son/daughter enters the school and update that information each term on a health proforma. This information is rigorously pursued by the Medical Centre and the Houses and is excellent practice. On this form parents consent to allow the school to authorise treatment in the event of them not being able to be contacted. The school arranges for immunisations and vaccinations for students to be kept up to date including those for students who travel overseas in the holidays.

All medication is stored in the Medical Centre in a locked fridge or cabinet as appropriate. The kitchen and the houses hold named epipens, and staff have been trained in their use by the Nursing Sister. Students are asked to hand in any medication they bring from home and Housemasters and Housemistresses are vigilant but realistic in that all students do have lockable drawers in their bedrooms and could, therefore, have some medication.

The systems used to record administration of medication are comprehensive and secure without being complicated. The daily diary records all medical interventions for each young person and this information is then transferred to the child's file. Records are kept throughout the child's time at the school, as are their NHS cards. Only older students are allowed very occasionally to self-medicate with the Doctor's approval but those with asthma do retain their own inhalers. The Doctor monitors the records and audits of medication by weekly random checks.

The Medical Centre keeps a record of all accidents and injuries and sends a copy of serious accidents to the Bursary. The RIDDOR regulations are adhered to and those records are retained by both the Medical Centre and the Bursary.

There are a number of written protocols to give guidance on medical matters such as guidance for both Diabetes and Asthma. The Doctor approves the protocols and all the nurses adhere to them. In addition the Doctor approves all non prescription medicine used in the school.

The school operates a special programme for students who have been involved in any incident of substance abuse before they arrived at the College or while at the College. They operate a policy of taking random urine samples for testing in the local hospital and the Medical Centre oversees the sample taking and the educational follow up. The Medical Centre treats the students with dignity and respect and recognises the need to support the student at this stressful time.

Students confirmed in discussion that they were treated in a respectful and sensitive manner whenever they were in the Medical Centre for whatever reason and commented on the good advice they received there.

The Nurses have good displays changed monthly on health themes in the waiting room and they also have many leaflets on many subjects, which the students may take away without reference to staff. The student counsellor sees students in the privacy of the Medical Centre and they may make their own appointments as well as being referred by the medical staff.

The school is advised to seek parental consent in advance to administer First Aid and non-

prescription medicine in addition to the emergency treatment consent they currently hold in the event of being unable to contact parents.

The practices, management and sensitive treatment of the students satisfied the Inspection Team that the standard is exceeded.

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?

4

The Medical Centre offers 24 hour, 7 day a week cover. It is staffed by 3 Nursing Sisters.

The boys are accommodated on the upper floor in one three bedded room and an isolation room with its own toilet. The girls are accommodated in a six-bed room but there is no isolation room on the ground floor. Both areas have their own washing and bathing facilities in excess of the required standard.

All rooms have an electrical bell for the students to summon staff if they need assistance by day or by night.

During the day nursing staff visit the students regularly to monitor them, provide drinks and medication as required and to check that they do not need anything extra. There are televisions in the sick rooms and some books, magazines and games for all ages.

There is a duty bed-sitting room with ensuite facilities for the duty member of staff to occupy at night and the bells to summon assistance ring in the surgery and in the staff accommodation. By day this room is also used by the School Counsellor.

The level of provision satisfies the Inspection team that this Standard is exceeded.

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

Ardingly College offer and provide a great deal of support to students, provision and practice inspected confirmed this. Through inspecting documentation there was clearly discussion about welfare needs and how they can be met through the school. The school assesses, on an individual basis, any potential student's suitability to be educated at the school. They would only be rejected if the school feels that it is not able to provide the necessary level of support with 'reasonable adjustments' being made. These are considered and addressed between staff in collaboration with the Special Needs Coordinator who will keep all informed of any change in need.

No formal written welfare plans are in place and it is advised that such plans are created and implemented in order to focus practice. Due to the high level of informal support offered had welfare plans been in place this Standard would have been exceeded.

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

Ardingly College accepts and provides for students of diverse ethnic and cultural heritage.

Students discussion groups confirmed that they did not feel discriminated against and no issues of discrimination or oppression were observed or reported during the inspection. The mix of students within boarding houses takes account of age and ethnic background.

Support is given to students who's first language is not English and religious festivals such as Eid are celebrated.

Standard 19 (19.1 - 19.6)

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

Key Findings and Evidence

Standard met?

3

Boarders are able to contact their families although many complained that there were not enough pay phones. Student survey highlighted that 34% of students felt that telephone provision was easily available, with 20% stating that it was available. A further 27% stated that they use their own mobile phones but problems gaining reception were frequent.

Email was available in the school and more stringent filtering had been installed recently. Some students reported that emails were so heavily filtered that they were frequently returned to parents or theirs could not be sent out. Students were handed their letters directly and unopened. Staff would make contact with parents over significant events. Pupils also had access to helpline numbers.

Standard 20 (20.1 - 20.3)

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

Key Findings and Evidence**Standard met?**

3

Boarders have either a locked facility within their room or can lock their bedroom door.

Students did however report three occasions when thefts had taken place within the last year and they felt they could not safely leave their belongings in their rooms when they went home at the weekend.

Pocket money that is handed in, is accounted for and students were satisfied with the system. Airline tickets and passports are stored securely with the Housemasters/Mistresses.

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

Students confirmed that on arrival they welcomed the support given by more experienced pupils. They each received a copy of the Student Handbook, which is comprehensive and valued.

Standard 22 (22.1 - 22.4)

Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.

Key Findings and Evidence**Standard met?**

9

This Standard does not apply to Ardingly College Senior School and has therefore not been inspected. The Headmaster informed the Inspection team that the school does not appoint Guardians.

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?**

3

The school operates a line management system whereby the Headmaster delegates responsibility for monitoring different issues and aspects of practice and provision. This appears to be split between the Deputy Headmaster who takes responsibility for sanctions and punishments, the Bursar who takes responsibility for risk assessments and accidents.

Complaints appear to be dealt with through the line management system potentially beginning with the Tutor, moving up the line to the Headmaster. Clearly those wishing to make a complaint may bypass this and go straight to the Headmaster. Documentation concerning any complaint will be kept on individual students files. In order to promote effective monitoring of patterns and trends a centralised system is advised.

Risk assessments are in the process of being reviewed and updated and it is also advised that one individual holds responsibility for this in order to promote a coordinated approach.

Standard 24 (24.1 - 24.8)

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

Key Findings and Evidence**Standard met?**

3

Catering at Ardingly is contracted out to Sodexo Catering and Support Services.

In the student survey only 3% stated that the food was very good with a further 13 % stating that it was good. 44% of students stated that the food was average with a further 22% highlighting that it was poor. During the discussions with students some of the negative comments in the questionnaire were repeated but a significant number of students commented that the food was getting better. They also commented very favourably on the Brunch on Sundays and the Saturday Special when they have a choice of seven or eight dishes cooked to order a la carte style.

The Inspectors sampled at least five meals during the visit. Menus were displayed at the entrance to the servery which was well organised with two areas for serving hot meals, a salad bar, a separate area serving cold sweets and fruit and machines for dispensing hot or cold drinks. Photographs and details of students with food allergies are displayed in the staff area and all staff have been trained in the use of an epipen. There are four named epipens stored at the right temperature in the catering premises.

The meals offered were varied and the menus rotated over a four week cycle. At breakfast there is a choice of cereals, fruit juice and yoghurt and a cooked breakfast. There was a choice of hot meals and cold meals at both lunch and supper. There was always a vegetarian option. Soup is offered at lunchtime every weekday. The students were allowed to select two sweets and fruit was offered at both lunch and supper. The food was balanced and nutritious. Special arrangements are made for students of different religions and recently food was available for the students at the correct times during Ramadan.

The dining room is spacious, clean and well lit and the dishes and cutlery are clean. There is sufficient time for meals and the students line up outside the dining room at lunchtime where the prefects and staff manage an orderly queue.

There are 29 catering staff, full time and part time, currently working two shifts. Nine staff are resident with a licence to occupy agreement. These staff currently hold CRB clearance and the catering company are in the process of acquiring CRB clearance for all the catering staff.

All appropriate records are kept recording delivery temperatures, temperature of fridges and food at the point of service etc and these were evidenced by an Inspector.

All the staff hold Basic Food Hygiene Certificates and the new Passport To Food Safety programme 2004-5. The catering operates according to the procedures laid out in the Food Safety Manual 2004. The company carries out unannounced checks on an annual basis and sends a report to the school that is actioned. The last visit was on 26/04/04. The last visit of the Environmental Health Department was on 16/03/04. There are no significant outstanding recommendations from that visit.

Despite student comment the Standard is met although the school may wish to review provision as it sees fit.

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

Drinking water is available in all houses and around the school.

After lessons the boarders can have a drink and a biscuit in the dining hall.

In the senior school all the houses have Brew rooms, where the boarders can make hot and cold snacks. The Brew rooms have microwaves, toasters, kettles and fridges. The Matrons monitor the fridges to ensure that they are kept clean and safe.

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 are clear procedures for fire practices and unannounced fire drills in place in all houses. The students confirm that they are fully conversant with the procedures and that practices have taken place this term. All House records evidence the times and dates of these practices and drills.

In October 2003 the Mid Sussex Fire Service carried out a full survey and review of the

whole school including individual boarding Houses testing every automatic door closer and the magnetic closures in the new buildings as well as all the sensors, break glasses, alarm sounders emergency lighting all appliances and the fire panel boards. The Fire Service complimented the school on its rigorous approach to managing fire. There is a fire sensor in all rooms in all the boarding houses (Woodard was upgraded in October).

In one building when it was being refurbished a second staircase was built to facilitate rapid exit. All recommendations of the Fire Service were completed by the end of October 2004 as agreed.

The school has an annual contract with Gedye Fire Security who carry out six monthly checks of all appliances and Fire Panels. The maintenance team do weekly checks of sounders detectors and call points on a random but rotational basis.

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
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The Head's Self Assessment identifies that planning is underway for the transition from a six day teaching week to a five day week as from September 2005.

Students were generally pleased that they would no longer be required to attend Saturday school from next year. Their school day is a long one however they said they had enough spare time as well as time to participate in extra curricular activities.

Standard 28 (28.1 - 28.2)
The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence	Standard met?	3
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The only other children accommodated on site are those belonging to staff.

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
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There is a wide range of sport, activities and visits offered to the students of all ages from Outward Bound visits in the Junior School to CCF and overseas sports and music tours as well as Duke of Edinburgh Awards in the Senior school. There are many drama productions for all ages and students are encouraged to play a musical instrument from an early age.

Staff are aware that risk assessments have to be completed before they are permitted to

take a visit off site and risk assessments have also been completed for high or medium risk activities on site e.g. hard ball sports like cricket, hockey, athletics especially throwing events and swimming etc. The responsibility for these Risk Assessments lies with the teacher in charge or the leader of the party whichever applies. Members of staff who undertake high-risk activities are appropriately qualified.

The Inspector sampled the Risk Assessments and the detailed planning for all activities on and off site for the CCF which operates strictly under Ministry of Defence Rules e.g. instructions and procedures for running the shooting club on site, CCF annual camp and the ski trip. There are strict procedures for storage and checking of equipment before and after the activities. In this case the Standard was exceeded.

There is a record of all the equipment in the College, dates of maintenance, and a risk assessment. This is very good practice.

A Director of the Co Curriculum (new post) has been created this autumn and arrangements have been made for her to undertake training with OCR on the Safety Management Off Site. The information acquired during this course will be equally useful for on-site activities and all records and arrangements for activities on and offsite will be rationalised and centralised in one place.

The Inspector also evidenced written parental consent for visits and activities with a medium or high risk. The school does not undertake any activity with a very high risk factor that cannot be reduced by controls that they are able to implement.

The Sports Staff have all undergone training according to the Safety in Sport 2004 recommendations, pool-guard training if they instruct in the swimming pool, and the school employs specialist Coaches for a wide range of sport and activities e.g. Hockey, Karate, Yoga, Tennis, Fencing to name but a few. These staff are all trained and approved by their respective National Governing Bodies or Associations and it is the intention of the Co-Curriculum Director to keep all records of qualifications, operating procedures etc centrally to ensure that the good practice already operating in the school is enhanced, all qualifications are up to date and that the opportunities currently available are enhanced and extended.

It is the view of the Inspection team that the good practice already evident, the range of opportunities, the plans for developing the programme and further training of all staff in minimising risks together with the centralising of the activities under a Co-curriculum Director exceeds the Standard.

Standard 30 (30.1 - 30.5)

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

Key Findings and Evidence

Standard met?

3

Boarders can go to the local village in small groups and they have the option to go on a shopping trip further afield each weekend.

They have access to newspapers, television and the internet, which is suitably controlled.

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 is a duty rota detailing who is on duty in each house at any given time and students understood who this was. Staffing levels are adequate throughout the week and at the weekend.

Each house has at least two members of staff on duty and this appears sufficient to meet the needs of the resident students.

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

Students' benefit from many trips and outings and the DfES guidelines are followed.

Good arrangements are in place to ensure the whereabouts of students at all times including an 'in & out' book in each boarding house.

Gap students do not have sole responsible for boarders in the Senior school.

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>Students were able to state who was responsible for them at night. They included Housemaster or Mistresses who were sleeping on site, Matrons or Tutors on duty.</p> <p>Students interviewed understood how to contact staff at night.</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?	2
<p>All boarding staff have accurate job descriptions and the role of spouses is clearly defined through written contract. A supervisor is employed to oversee arrangements for ancillary staff who are clear about who they are accountable to.</p> <p>Limited training opportunities appear to be made available to ancillary staff or Matrons.</p> <p>Opportunities such as child protection training, and guidance on issues such as bullying are advised, as are staff development plans.</p> <p>Designated boarding staff can attend the Boarding School Association training which is carried out each year.</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?	2
<p>There is a detailed Staff Handbook available which adequately covers the schools approach to boarding. This is a well-produced document that is easy to navigate.</p> <p>There is a disciplinary procedure that provides for pre-cautionary suspension of staff where an investigation needs to take place.</p> <p>From discussion it appears that the Staff Handbook is inconsistently available to all staff notably domestic and ancillary. This Handbook should be available for all staff – or a suitably modified version - in order to help them understand their roles and responsibilities.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>Students were generally complimentary about how they were looked after. They were not always happy with some of the restrictions placed on them but understood that they were needed in a school community eg lights out time, attending the dining room for breakfast.</p> <p>No inappropriate favouritism or antipathy was observed or reported during the inspection.</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
<p>Supervision of boarders was seen to be unobtrusive and respectful. CCTV cameras were situated at place points around the school site although they were trained on external areas only.</p> <p>Students did not report any intrusion upon their privacy during the course of the inspection.</p> <p>Student survey highlighted that 22% of bathroom facilities were very good in respect of privacy, with a further 48% stating they were reasonably private. A similar set of results were obtained for toilet facilities.</p>		

Standard 38 (38.1 - 38.10)
Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence	Standard met?	2
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The school does have a system for vetting staff at the point of recruitment however upon inspection it was noted that gaps and deficiencies exist. A selection of staff files were examined for staff appointed since January 2003. The majority had two references in place, with a satisfactory Criminal Records Bureau check in place. However some files were deficient in the appropriate number of references, written record of interview process, and evidence of relevant qualifications. Two individuals did not have CRB's in place.

The partners of resident boarding staff working on site all have a CRB check but do not necessarily have any other character verification documentation. These individuals have direct access to student boarding accommodation. This will need to be rectified.

Deficiencies were also noted in respect of casual staff employed such as sports and music teaching staff and gap students. The Inspection team was informed that the respective departments hold responsibility for recruiting these staff and documentation was not easily forthcoming. It is therefore advised that a centralised system is created for all staff appointments in order to avoid confusion or gaps. This would build upon the existing vetting procedures.

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
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There is a system for visitors to sign in at the school and visitors badges were issued however the Inspector was informed that this was not consistently used and that visiting workmen would not always report to reception or wear a badge. The site of reception does not assist in this as it is some way from the entrance of the school and requires some degree of navigation to find it. These adults could be working in student accommodation and would not always be supervised. Staff and students do understand the need to challenge any strangers on site.

Written agreement was noted between the school and any adult not employed by the school but living in the same building as boarding accommodation.

The comments in Standard 38 apply to this Standard and the school is advised to implement a robust procedure for ensuring students welfare and protection.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

All boarding accommodation is appropriately lit, heated and ventilated and no negative comments were received from students. Similarly all accommodation is suitably furnished and well maintained. Much of the boarding accommodation is new and therefore of high quality. The older accommodation is due to be redecorated as part of the rolling programme of maintenance.

Standard 41 (41.1 - 41.8)

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

Key Findings and Evidence

Standard met?

3

Boarding accommodation consists of six houses, three of which are exclusively boarding and three that have day students as well. Four boarding boys are accommodated in a separate boarding annexe called 'Snow'. In some mixed houses, day students designated to use them will use a double room.

The external doors of the Houses are alarmed and there are security keypads on the main external doors of all houses as well as CCTV cameras outside the foyers and rear entrances to Pearson (Toynbee House) and Woodlands (Aberdeen and Neal Houses) buildings. The School employs two Security companies, Havens and Initial, to maintain the systems and undertake any maintenance or additions, as they require. All grounds staff and indeed all staff are conscious of the need to be vigilant about security and have been advised to report

any unknown cars on site and to adopt a policy of polite challenge to any strangers on site. This is particularly important, as there are public footpaths that converge and pass through the middle of the site.

On arrival visitors check in at reception and are issued with a badge and Contract Staff are required to register at the maintenance department but the school is aware that they do not always accompany tradesman working on site. The Inspectors have recommended that the school review the security policy with specific reference to public access to the school.

Standard 42 (42.1 - 42.14)

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

Key Findings and Evidence	Standard met?	3
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The majority of students who board have their own bedroom area that also has facility for private study. All rooms inspected were well maintained, clean, tidy and personalised.

Rooms in the newer accommodation were compact. Some boarding houses had a small number of double rooms however these tended to be used by one full boarder and one day student.

Standard 43 (43.1 - 43.2)

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

Key Findings and Evidence	Standard met?	4
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Ample provision exists for students to undertake additional study and they are able to use their own bedrooms, the communal study areas in each boarding house, the library and some of the main school rooms.

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
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The toilet and washing facilities for boarders are satisfactory with sufficient numbers of toilets, showers, hand basins etc being available for the students. Additional toilet facilities are available throughout the school site.

The Inspection team were informed that some Gap students do share washing facilities with students and this is unacceptable. This matter will need to be addressed.

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
Boarders in the senior school change for games and activities in their houses.		

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
<p>Students who board do have access to a good range of safe recreational areas both indoors and outdoors that include the house common rooms, the library, the sports facilities and the school grounds.</p> <p>As stated in a previous Standard many students voiced the need for a common area for greater numbers of students to meet for socialising and sharing. The school may wish to consider developing such a resource.</p>		

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
<p>The Senior Management Team has recently undertaken a major review of Health and Safety. The Estates Manager has taken Part One of the Diploma accredited by National Examination Board of Safety and Health Practitioners and one of the maintenance team has taken a certificate in Health and Safety accredited by the same body. A full review of Health and Safety matters is currently underway and the revised Health and Safety Policy was issued in October 2004. The Estates Manager holds copies of all Risk Assessments for the site and the Inspector sampled two, which involved the management of students while specific activities were being carried out by the Maintenance team i.e. the playing fields during hedge cutting and repairs to the sewage pump in the swimming pool chamber. These were very comprehensive. There is a record of all the equipment in the College, dates of maintenance and a risk assessment. This is very good practice.</p> <p>The Heads of Department hold the Risk Assessments in their areas but it is the intention of the Estates Manager to hold a full record of all Risk Assessments including those for all subject Departments, including the Sports Department, Houses, activities on site to ensure that they are reviewed annually and to facilitate monitoring. As maintenance is carried out the maintenance team currently conduct a Risk Assessment and the Inspector commended this proactive approach to Health and Safety. There has been a programme of improving the routes and the lighting between buildings used by the boarders and staff reported that the site was well lit and they had no anxieties about safety of the site at night.</p>		

All ancillary staff are given training and instruction in the COSHH regulations as it applies to them and likewise training is given in the use of new machinery in accordance with Provision of use of Work Equipment Regulations 1998 and the Estates teams hold certificates of training in dangerous or mechanical machinery e.g. tractors, chainsaws etc. The maintenance yard and storage areas are strictly out of bounds and well secured.

During the Inspection there were no significant hazards evident in the bedrooms or common rooms in the Houses. The Brew rooms contain only equipment supplied by the school. The estates Bursar confirmed that any extension leads were confiscated and returned to the students when they went home. Students are not permitted to use toasters or kettles or any equipment with a high electrical consumption and that the school has one dedicated electrician whose sole task is to undertake PAT testing and recording.

A full survey of all glazing below shoulder height has been carried out and the process of replacing glass with safety glass has begun. Window restrictors were seen to be in place in the boarding houses. The school is advised to undertake risk assessments for the Boarding Houses and the public footpaths through the site, access to the reservoir. It is also advised that the individual houses and Medical Centre be represented on the Health and Safety Committee.

It is the opinion of the Inspection team that when the recommendations are in place it is likely that this standard will be exceeded.

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

This has been addressed in Standard 15 and 16. The College has very good provision for the accommodation and care of boarders who are ill.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence

Standard met?

4

The College offers a full laundry service. There is a team of seven staff in a dedicated laundry who wash all linen, uniform, games kit and, for the boys' houses and Junior House, personal items and underwear (the Matron washes personal items and underwear in the girls' houses). During the visit the Inspector observed sports shirts being hand scrubbed prior to washing. The turn around time for laundry is 24 hours and often eight hours as it is handed in, 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.

The Inspectors commend the staff and are satisfied that this Standard is exceeded.

Standard 50 (50.1 - 50.2)

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

Key Findings and Evidence**Standard met?**

3

The school runs a small tuck shop which sells minor personal and stationery items. Pupils stated that this generally met their needs however there was a shopping trip for boarders each weekend for those remaining at school. In addition they can go to the local village shops in small groups by taxi.

Standard 51 (51.1 - 51.11)

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

Key Findings and Evidence**Standard met?**

9

This Standard does not apply to Ardingly College Senior School and has therefore not been inspected. The Headmaster informed the Inspection team that the school does not use any long stay lodgings for its students.

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

Boarders have very good opportunities to take part in residential activities both at home and overseas. There are a good range of boys' sports tours and music tours as well as ski visits, Duke of Edinburgh award expeditions and field trips open to all students. The planning for all visits involves a detailed Risk Assessment to be approved by the Deputy Head before the visit can be undertaken. The College uses field centres that have been approved by the relevant governing bodies and the license numbers are recorded. On Sports tours the school uses either accredited companies or contacts that they have made and used over the years. In the latter case, accommodation and suitability are assessed by the host school. If bona fide companies are used, the school uses their risk assessments and, in addition, on occasion they also carry out additional College Risk Assessments.

Campsites used for many outdoor activities must provide adequate facilities.

The Inspectors did evidence that, where students are living in private households, there are satisfactory arrangements for students to contact members of staff and arrangements are in place to have regular meetings or telephone contact e.g. a member of staff would visit at least once per week in the work place on a recent work experience visit overseas during half term

The Inspectors did not evidence that all staff at such venues had been CRB checked or the

equivalent. Nevertheless the vigilance of the staff and the detailed planning assured the Inspectors that the Standard was met.

The Director of the Co-Curriculum has recently appointed and as yet has no in-put into the co-ordination of residential tours and visits but there are preliminary plans to organise an overseas hockey tour for the girls

The school is advised to ensure that all adults who may have access to students in host families or at Licensed Activity Centres are CRB checked or equivalent or the College puts in place that all such adults will be supervised by a member of the College staff.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Inspector _____ **Signature** _____

Date _____

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 22nd November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The CSCI inspection of the welfare provision at Ardingly College was carried out in a friendly approach, yet professional manner. The lead inspector was thorough, positive and well informed about the complexities of a modern boarding school. His assistant inspectors were similarly approachable, knowledgeable and incisive. Very little escaped their sharp eyes and their findings were both fair and balanced.

Apart from the occasional factual errors, the report accurately reflects the high quality of the welfare provision at Ardingly College.

Alls items listed for action have now been dealt with, or will be dealt with by the end of this year. Some of the items were addressed on the day that the verbal report was delivered.

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

Amendments to the report were necessary

Comments were received from the Head

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

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

Note:

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

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

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

Action plan was required

Action plan was received at the point of publication

Action plan covers all the recommended actions in a timely fashion

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

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Ardingly 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 John Franklin
Signature _____
Designation Headmaster
Date signed 1st February 2005

Or

D.3.2 I _____ of Ardingly 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.

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