

# inspection report

Boarding School

## **King`s Bruton Preparatory School**

Hazlegrove House

Sparkford

Yeovil

Somerset

BA22 7JA

24th – 26th January 2005

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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



## SCHOOL INFORMATION

**Name of School**

King`s Bruton Preparatory School

**Address**

Hazlegrove House, Sparkford, Yeovil, Somerset, BA22 7JA

**Tel No:**

01963 440314

**Fax No:**

01963 440569

**Email Address**

office@hazlegrove.somerset  
.sch.uk

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

Mr R Fenwick

**Name of Head**

Mr R Fenwick

**CSCI Classification**

Boarding School

**Type of school**

Boarding School

**Date of last boarding welfare inspection**

N/A

<b>Date of Inspection Visit</b>		24th January 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Jon Swift	164147
<b>Name of CSCI Inspector</b>	<b>2</b>		
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Carol Evans	
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		MR R FENWICK	

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## 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 King`s Bruton Preparatory 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.**

Hazlegrove School is an independent boarding and day Preparatory School for 320 boys and girls aged from 2 1/2 to 13 years. The Preparatory School admits children between the ages of 7 to 13 years. Pupils come from the UK and overseas. The school is situated in Sparkford, in 200 acres of Somerset parkland, 9 miles from the King's Bruton School, with which the school shares a Board of Governors. Hazlegrove has a long established Christian tradition and is part of the royal foundation that dates back to the sixteenth century.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The school provides a caring and supportive environment for boarders, which is supported by staff in all departments of the school. The staff that have direct involvement in the boarding houses work hard to make the children's experiences fun and purposeful. Pupil staff relationships are based upon mutual respect and trust. The school is also thoughtful about the integration of pupils from other cultures into the boarding provision.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The main area for development is in the preparation of policies, recording and monitoring systems that will underpin the positive work that is taking place. The recruitment process needs to incorporate all of the elements of Standard 38.2. The boarding facilities in School House need to be reviewed and an action plan for the improvement needs to be implemented as soon as practicable. The arrangements for public access to the school site need to be improved as a priority. The supervision of boarders in free times needs to be more formalised.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The inspectors would like to thank the Headmaster and his staff team for their helpfulness and wholehearted approach to making the inspection purposeful. The involvement of the children in the inspection was very good and the inspectors were impressed with their helpful, open and thoughtful approach to the inspection.

The inspection was conducted over two and a half days by one inspector from the Commission for Social Care Inspection and a Boarding Sector Professional Inspector. The inspectors were able to observe the school day from waking up to bedtime. All of the boarders were included and met with the inspectors.

Prior to the main inspection an inspector visited the school to assist pupils in completing questionnaires. The questionnaire used was a new form that had been approved by the Boarding Schools Association and the Commission for Social Care Inspection. One of the questions relating to bullying created a problem due to its wording. This was further compounded by the initial analysis that has now been rectified. The analysis of these showed that Hazlegrove School was perceived more favourably than the national average for bathroom and toilet privacy, food, and range of activities and fairness of punishments. Parents of boarders were also asked for their comments on the schools arrangements and three responses received, of which only two were of assistance to the inspectors.

Hazlegrove School impressed as a happy, purposeful place where children were actively encouraged to have fun whilst fulfilling their potential.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

<b>IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION</b>					

NA

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS2	The school policy on bullying should be made available to parents and boarders	01/3/05
2	BS3	The school should obtain a copy of the Somerset Area Child Protection Handbook	01/03/05
3	BS4	The school policy on discipline should be made available to parents and boarders	01/03/05
4	BS5	The school should review their policy on complaints and thereafter make copies available to parents and boarders	01/03/05
5	BS6	The school should follow an appropriate policy on countering major risks to health for all children	01/04/05
6	BS9	The school should update their Crisis Management Policy to reflect the needs of Hazlegrove	01/04/05
7	BS14	The school should review the information provided to pupils regarding the independent listener.	01/04/05
8	BS21	The school should develop and provide copies of suitable written information for boarders on induction	01/04/05
9	BS23	The Headmaster should arrange for the school records to be regularly monitored	01/04/05
10	BS26	The school should ensure that all fire doors are managed safely	01/03/05
11	BS29	The school should ensure that all visiting instructors are checked for their suitability and competence	01/03/05

12	BS32	The school should establish a system for monitoring children's whereabouts during the evening	01/03/05
13	BS38	The school should ensure that all staff appointments follow the expectations of standard 38.2	01/03/05
14	BS38	All staff should have a satisfactory CRB check, or 'certificate of good conduct' from their country of origin before they commence in post	01/03/05
15	BS40	The school should implement their plans for upgrading the boarding provision in "School House" as soon as practical	01/09/05
16	BS41	The school should take immediate steps to ensure that pupils are aware of the staff member on duty and their whereabouts	01/03/05
17	BS41	The school should take immediate steps to ensure the safety of the pupils whilst members of the public are using the sports facilities	01/03/05
18	BS46	The school should consider an appropriate system for boarders to record where they are going to be	01/04/05

#### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS2	The school should seek ways of making the bullying policy available to boarders
2	BS24	The school should review the arrangements for eating the evening meal and the food provided for this meal
3	BS26	The school should record the induction provided to boarders
4	BS35	The staff disciplinary procedure must be included in the guidance provided to 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	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	NO
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	NO

Date of Inspection	24/01/05
Time of Inspection	09.30
Duration of Inspection (hrs.)	65
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****FRO  
M****7****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****41****Girls****10****Total****51****Number of separate Boarding Houses****3**

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
| 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?

2

The school's Statement of Boarding Principles has recently been revised and is included in the new school prospectus. The new documents are in the process of being made available to parents, boarders and staff. The headmaster has set himself a target of 1st March 2005 to achieve this.

<b>Standard 2 (2.1 – 2.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The policy statement covers measures both to prevent bullying and to respond to observed or reported bullying. It requires all instances to be recorded in the daybook and shared with tutors, form teacher and the deputy head. In some instances the parents are also informed. The PSHE programme includes lessons on bullying and advises pupils on how to report a case of bullying and how the school deals with it. All of the boarders were clear on actions that constituted bullying. The boarders also confirmed that they knew how to report such instances and staff actions that would follow. Generally most school staff were perceived as being helpful in resolving such issues. However, there were some pupils who considered that involving a member of school staff made things worse. They explained that the problem is quickly resolved and the instances of bullying stops only for it to recommence when the bully considers it safe to do so and sometimes the level of bullying is intensified because they had reported it to a teacher. All of the school staff acknowledged that some bullying took place at the school and were unanimous in their opinion that such incidences at Hazlegrove were low. Staff reported that they always followed the school policy by recording and reporting such instances. Newly appointed staff and GAP students were all aware of the school policy and expectations. It is recognised by the inspectors that the school are pro-active in this area and to develop this further it is advised that more regular discussions on bullying are undertaken through PHSE and boarding house meetings. A copy of the Policy should be shared with the parents of boarders as required in standard 2.3.</p>		
<b>PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED</b>	<b>70.7</b>	<b>%</b>

<b>Standard 3 (3.1 – 3.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The school had a Child Protection Policy, dated January 2005, which provided a clear process and actions for staff to follow. Discussions with staff revealed that they had all received a copy of the policy and had attended an in house training on this topic and were clear on the school's expectations. The Child Protection Co-ordinator is the deputy head and he has undertaken child protection training. The school did not have an up to date copy of the Somerset Area Child Protection Handbook and were advised how to obtain a copy. The school were also advised to create links with the local Social Services office. It is also advised that ancillary staff should be included in any future training on child protection. Although the Commission for Social care details are included in the document the school are advised to amend this to reflect the details of the local office in Taunton.</p>		

**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**

There are policies and procedures for good discipline within the school and a clear expectation that boarders will only receive punishments from boarding tutors, duty staff and house parents. In the boarding houses the inspectors noted very few punishments recorded but a strong emphasis on rewarding good behaviour. The deputy head on a regular basis monitors these records and it is advised that he sign these records to evidence this good practice. Discussions with the boarders did not identify any areas of concern from them regarding the fairness or frequency of punishments being used. The boarders' questionnaire showed that 78% saw punishments as fair or average, which is above the National average of 68.4%. A copy of the "extra notes that are not included in the Guide to Hazlegrove" should be shared with parents to meet standard 4.2. The school has a clear policy that no child should be restrained unless it is considered that they or others would be at risk by not doing so.

**Standard 5 (5.1 - 5.7)**

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

**Key Findings and Evidence****Standard met?****1**

There was a clear policy, dated September 2003, on the management of complaints from parents and how parents could access a copy of this process. This information needs to be reviewed for ease of reading and understanding by boarders and then made available to them and their families and include how they can contact the Commission for Social Care Inspection. The headmaster undertakes the investigation of any complaints and ensures confidentiality is maintained. Records are then stored on a child or staff member's personal file.

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

**0****Standard 6 (6.1 - 6.3)**

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

**Key Findings and Evidence****Standard met?****1**

The school has a PSHE programme which the headmaster's wife teaches. For younger children the programme focuses on basic health and hygiene and the wider issues of keeping themselves safe. The boarders spoken with by the inspectors did not know the core subjects within this standard. There seemed a reluctance to address issues that would 'give the children ideas'. The school should ensure that the core subjects are taught at each level, commensurate to the children's understanding.



**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**

All pupils have a personal file that provides detailed background health information including immunisation, medical issues, allergies and any ongoing treatment. Signed parental agreements are sought for medical treatment.

There was evidence of very good communication between the school nurse, school, catering and houses regarding allergies and significant health needs that could require prompt action.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 8 (8.1 - 8.3)

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

#### Key Findings and Evidence

#### Standard met?

3

The headmaster's wife has specific responsibilities for managing the boarding provision. This involves her working closely with the house parents in providing appropriate arrangements for the children who board to meet their group and individual needs. There is a weekly meeting, which is minuted, of all house parents and the head's wife to discuss current practice and needs. All current boarding house staff have worked previously in boarding houses in a variety of roles including assistants, matrons or boarding house parents. Two staff are currently undertaking BSA training on boarding practice and there are plans to offer this training to other house staff. A school governor has recently been requested by the governing body to monitor the 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?

2

The school have a crises policy inherited from the senior school. This document is in need of amendment to be pertinent to and reflect the needs of Hazlegrove and meet all of the areas identified within standard 9.2

<b>Standard 10 (10.1 - 10.5)</b> <b>The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The three boarding areas provide appropriate gender separation and age appropriateness. There were no major discrepancies in principles or practice of boarding between the different houses. There was scope for individual initiative and as a consequence much was excellent. Variations in the quality of boarding provision was building specific and not in relation to the gender or age of the boarders.		

<b>Standard 11 (11.1 - 11.6)</b> <b>There should be an appropriate range and choice of activities for boarders outside teaching time.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
This standard is well met with a wide variety of activities and entertainment for the boarders. The range includes a choice of sporting activities, crafts, cooking, musical practice, free time and day trips. The boarder's questionnaire revealed that 78% of the children considered the activities to be good compared with the National average of 30.8%. All of the houses had photographs of children having fun. Boarders have access to the internet, which is monitored, and there are safeguards in place over access to certain sites.		

<b>Standard 12 (12.1 - 12.2)</b> <b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The boarders are involved in weekly house meetings in their respective boarding houses. They are also involved in a food committee where boarders from different age groups are invited to offer their suggestions and comments in planning the menu. This meeting involves the catering manager, school nurse and the head of boarding. The inspectors consider that the house meetings could be utilised to obtain all of the boarders' opinions on a range of topics related to their experience of boarding.		

<b>Standard 13 (13.1 - 13.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has a prefect system that is not applicable to the boarding areas. The boarding houses do not have designated people who are in charge of others. The school encourages all boarders to be role models for one another.		

**Standard 14 (14.1 - 14.6)**

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

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

The boarders' questionnaires identify a range of people who boarders go to and there is also an independent counsellor service. The school have identified a married couple to provide this service. Discussions with one of the listeners revealed that no telephone calls had been received from any child in the eighteen months they have been available. Discussions with the boarders demonstrated some awareness of the service but a reluctance to use it, as they did not know who the people were or what they looked like. The independent counsellor agrees with the inspector's view that they should be periodically invited to the school to raise their profile and perhaps the use of photographs along with the help numbers displayed in boarding areas would assist.

## 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

All of the boarding houses had first aid equipment and all boarding staff had undertaken first aid training. There is a rolling programme of first aid training throughout the school, which is provided by approved agencies. A qualified nurse monitors and supports all of the medication and first aid provision within the school. This involves her visiting all of the boarding areas and physically checking first aid cupboards and records maintained by boarding staff for the administration of prescribed and household medications. It is advised that she signs the house records following her routine checks. Most of the children are registered with the school doctor from a local health centre. Children who live close to the school continue to be registered with their own GP and are seen as emergency patients. The school has a list of agreed homely remedies that could be given. Parents sign their acceptance or indicate a preferred exception. The agreed list of remedies and parents' consent to treatment forms have recently been amended in consultation with the school medical team. Emergency dental treatment can be arranged but parents are requested to maintain routine appointments during school holidays.

**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

During the school day the school nurse or another member of the boarding staff team provide good levels of supervision. The nurse has a mobile telephone that can be used to summon assistance when required.

**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

Boarding staff were aware of some boarders experiencing homesickness or bereavement and were maintaining contact with families to support those concerned. Bedwetting problems are handled sensitively. The school nurse has developed a clear system for all staff to be aware of children with special needs with the use of individual photographs, their allergies, actions to follow and where medication or epi-pens are located. Copies are also held in the boarder's individual files within the boarding houses and their needs are considered within risk assessments for activities and trips. The nurse reports that there are positive links with the local surgery and other professionals involved as appropriate.

**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

There is respect for and celebration of different religious festivals. All boarders attend a church service on Sunday morning. Children, for whom English is a second language, receive support and language tuition to meet their individual needs. The school also has a number of children with recognised behaviour and or medical conditions who are integrated into the school and receive individual support to meet their assessed needs. This information and detail is shared throughout the staff team in the school and regular discussions/reviews are held.

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All children are actively encouraged by the staff to maintain contact with their parents through the use of emails, school telephones, letter writing and individual mobile telephones. Children are required to hand their mobile telephones into the boarding staff when they arrive at the school and are allowed to use them in free time during the evenings and weekends. The boarding houses each have a separate telephone for boarders to use. The office telephones are used for parents from overseas to contact their children at pre-arranged times. The boarders reported through their discussions with the inspectors a general satisfaction with the current arrangements. However the boarder's questionnaire indicated that only 11.7% considered the arrangements to be private alongside a National average of 25.4%. The inspectors consider that the school are generally making appropriate provision for privacy within the current arrangements. The school make appropriate helpline and outside contact numbers available to the children through notices and the school calendar. The school are advised to regularly monitor the availability of these posters in the telephone areas and the children's satisfaction with the arrangements.		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarding staff look after pocket money for all boarders and maintain good records for each child. Boarders are advised by the school to provide tuck boxes for keeping personal possessions safe. A large number of children were using this provision but the size of some boxes could cause tripping hazards, as they will not slide under the beds. The school may wish to consider the current advice given to parents. The school encourage children to hand in their tuck for which appropriate storage is provided in the boarding house office. This practice enables staff to be involved in what children are eating and supervising any misuse of these valued items.		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Boarders and staff reported that this was managed informally and that the older boarders provide a "buddy" system. The school are aware of the need to provide this information to boarders in a written form and are working towards achieving this.		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
The school are not involved in the provision of 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?****2**

The headmaster is aware of all issues that arise within the school referred to in this standard and is appropriately involved in monitoring outcomes. However, it is acknowledged by the headmaster that his involvement cannot be evidenced through existing records and he will take measures to ensure this is achieved. The school are advised that the person signing the accident records should record what action should be taken to prevent or reduce the possibility of the accident recurring.

**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?****2**

The boarder's questionnaires revealed that 79.1% considered the food to be average to good; the National average is 68.5%. The inspectors sampled all of the meals provided during their three days at the school. Discussions with the boarders identified the evening tea as being the meal they disliked. Their reasons ranged from lack of choice to poor quality food. They also considered it unfair that adults eating with them obtained their food from another area of the dining room that looked more interesting and appetizing than their food. The inspectors sampled two evening meals and considered only one of them to be acceptable. The inspectors also consider that the boarder's opinion of the staff eating different foods is justified. A catering company who provide a good induction and training programme for staff involved in food preparation and serving manages the catering. Menus are displayed for children to view and special diets are well catered for. A Food Safety Officer from the District Council routinely inspected the school on 15 March 2004 and the premises were found to be "generally satisfactory".

**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**

The mains water supply has recently been upgraded and all water to boarding houses is drinkable. A drinking fountain is located in the play area for children to use. The school provide regular drinks and snacks for the children throughout the day. There is a late supper, in the dining room, for older boarders, which offers bread for sandwiches or toast, fruit, cake, cereals, preserves and a choice of drinks. The younger boarders are usually provided with fruit and milk in their boarding houses. Some of the younger boarders commented that they would like a wider choice of evening snacks. All boarding houses have special supper evenings when they have pot noodles or other items preferred by the children.



**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
All boarders are informed of the evacuation procedures and are walked through the routes to follow to the assembly point. The school are advised to record this positive practice. A drill is arranged each term during boarding times. The bursar manages these drills and the required safety checks for equipment and alarm systems. Both of these areas were appropriately recorded. It was not clear from the records when the Fire service last visited the school. The inspectors noted that some Fire doors were being wedged open. The school should risk assess these areas and if appropriate provide a mechanism that will negate the need for the door to be wedged open.		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
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This is not applicable

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

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
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This is not applicable

**Standard 29 (29.1 - 29.6)**  
**Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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Written parental permission is obtained for high-risk activities as they occur. The school are reviewing how they obtain parental permission for all activities, including the spontaneous activities. A person who specialises in providing schools with these documents and advice has recently completed risk assessments. The school were unable to provide the inspectors with confirmation that visiting activity instructors were appropriately checked for their suitability and competence.

**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**

Pupils have internet access, newspapers, television and literature about local amenities. One boarding house encourages the boarders to watch the early morning news channel with the house parents to acquaint them with current news items.

## 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.
- Staff with specific boarding duties, with adequate induction and continued training, looks after boarders.
- 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

The school has a duty rota for all of the boarding houses, which provides appropriate levels of staff and gender mix in the boys' houses and single gender in the girls. Two of the houses have a married couple as resident house parents and the girls' house has a female resident houseparent. All of the houses are supported by staff that have boarding duties as part of their jobs within the school. There are also four GAP students who are accommodated in or close to the boarding houses. In the event of staff being away ill there are additional staff that would provide support. All houses have dedicated cleaning staff and are viewed as part of the team. The notice boards within the houses make it clear to children, which staff are on duty.

**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?**

2

Risk Assessments are undertaken for all trips which includes the numbers of staff required, emergency contact numbers and first aid items. The children return to their boarding houses after tea and prep, dependent upon age, to change from their school uniform into casual wear. They then attend one of the activities provided or they can have "free time". There is no system for staff to know which children are attending which activity. This could lead to children going missing or not accounted for in the event of a crisis e.g. Fire. The school has a policy for the use of mini buses. It is practice for driver's records to be checked including their licences. The inspectors identified one person, who is a regular driver, not to have a record of this taking place. Discussions with staff and Gap students confirmed that there is always a member of staff available on site to support 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

All of the boarders were clear on how they could seek help from staff who were sleeping in at night and there was no suggestion of them being hesitant to do this.

**Standard 34 (34.1 - 34.7)**

**All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.**

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

3

The school are developing detailed job descriptions for staff with boarding duties. They currently have expectations and objectives of their tasks detailed by the headmaster. There is no formal induction process although all of the staff involved in these tasks consider they were appropriately supported when they began their duties. The school are aware of and are in the process of developing an induction programme. This programme will also include a formalised system for the monitoring and review of individual's performance. The Headmaster's wife, Mrs Fenwick, has responsibility for co-ordinating the boarding provision. The house parents' meet weekly with Mrs Fenwick and records of these discussions are maintained. The school have a training programme for boarding staff that involves some of them attending external courses. The bursar has overall supervision of house cleaning staff.

**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

All staff are provided with an "Academic Handbook" and "Guide to Hazlegrove" which include some of the school's policies and procedures. A new handbook for "junior boys boarding" was shared with the inspectors, which provided some helpful and practical advice to staff. The inspectors advised the school on items that needed to be included in order to meet standard 35.4.

**Standard 36 (36.1 - 36.4)**

**There are sound staff/boarder relationships.**

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

4

Discussions with the boarders and observations of their interaction with staff demonstrated a good level of interaction that was perceived by all concerned as positive and helpful.

**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 confirmed that staff supervision is generally discreet but some female boarders considered that they could be afforded more privacy by some staff. The junior boys showering and preparing for bed routines were observed by one of the inspectors as being managed very sensitively by the house parent on duty.

**Standard 38 (38.1 - 38.10)**

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

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

1

Inspectors checked staff files for a random selection of academic and non-academic staff including recent appointments. There were no application forms although most staff had supplied a C.V. Some recent appointments did not have all completed references, although there was evidence these had been requested. The school are aware that staff employed since April 2002 should have a CRB enhanced check. For some staff that have undertaken additional tasks or promotion within the school this check had not been requested. The inspectors were assured that requests had since been forwarded but could not be evidenced from the records seen. The school needs to develop a consistent written process for all staff appointments to ensure they meet standard 38.2. The school system for recruiting GAP students is clear but the files for both overseas students did not meet the required standard. There was no certificate of good conduct for either person, standard 38.5 refer. It was also noted that some references were addressed to "whom it may concern" these are not acceptable as they do not ask if they are suitable to work with children Standard 38.2 refer.

**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?**

1

The school has a system for daytime visitors to the school site to report to the main reception and sign in. One of the inspectors was challenged by a young person to identify themselves as their overcoat obscured their school name badge. This level of confidence from the boarder is to be commended. Visitors to boarding houses are expected to report to the staff on duty who will make appropriate arrangements to supervise and record their visit. The school system as described in standard 38 requires further work to ensure all sessional staff are satisfactorily checked with CRB.

## 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?

2

There are three separate boarding areas, one for all girls, one for junior boys and one for senior boys. All of the schools boarding areas look bright and attractive and have age appropriate posters and decoration. The acceptance and use of soft toys was evident in all of the boarding areas. The boarders commented upon the heating in all of the boarding houses. This ranged from being too hot to feeling cold. Difficulties arise where some boarders prefer the window open during the night and others do not. The inspectors are of the opinion that the heating arrangements in the girls and junior boys boarding houses is appropriate. However, the heating in School House is not adequate in many of the dormitories. Some dormitories are reliant on electric wall heaters that are safely managed by staff. The boarders commented positively that house staff are very aware of these problems and put the heaters on when they are awoken in the morning and when they are preparing to go to bed. A parent also commented that this provision "was well below what is acceptable in the 21<sup>st</sup> century". The inspectors support the school opinion that the senior boys' provision is in need of a full upgrade. It is commendable the steps staff have taken to make the living areas as homely as they have. It is more difficult to achieve this in the washing, showering and toilet areas without some building works.

**Standard 41 (41.1 - 41.8)**

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

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

1

Generally there is no access during the day to the boarding accommodation. All of the areas are locked at night and security alarms are activated but open during the day. The site is well lit at night in areas that boarders use to access facilities. Public access to the school campus is possible and there are some public footpaths close by. Several clubs use the swimming pool, squash courts and tennis courts with public membership. The school are in the process of introducing a membership system for members using the facilities along with access rules. This has been developed after seeking advice from the local Police on safety arrangements. The inspectors observed on one evening a number of adults and children using the swimming pool. Discussions with the adults in the viewing gallery revealed that they did not have any membership cards and several commented "that as parents of young children they had frequently felt uncomfortable accessing the campus where children were playing". At the same time these visitors were on site the duty member of staff was not aware of three young girls playing outside as being boarders at the school. The inspectors were able to confirm that these girls were boarders and consider that they were not being appropriately supervised. Another five children were found wandering in the music-teaching block without any staff supervision. Discussions with these boarders revealed that they were not aware of where the member of staff on duty was. The member of staff on duty was not aware of which children should be in the activities provided by the school. The inspectors consider that the current levels of supervision and public access do not provide a safe arrangement for the care of the boarders.

**Standard 42 (42.1 - 42.14)**

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

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

3

All of the sleeping areas provide sufficient room for boarders. There are some bunk beds in use but their use has not created overcrowding. The respective house parents make careful allocation of boarders to each dormitory. Boarders are able to request a change of dormitory, boarders and staff confirmed that this occurred to meet individual or group needs. The décor and carpeting in all areas was appropriate. The use of posters and bright colours makes all of the areas homely. All boarders have allocated storage space but some of the facilities e.g. under bed storage drawers are in need of replacement or refurbishment.

**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

Prep is undertaken within the classrooms. Boarders have access to the school library and other resources e.g. computers outside of school time.



**Standard 44 (44.1 - 44.10)**

**Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.**

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

3

There are adequate numbers of toilets in all boarding areas, which provide good levels of privacy and are fitted with locks that were all in working order. Hand washing and drying facilities are also provided. Sufficient washbasins and showers are also available. All of these areas have appropriate privacy arrangements. The school reported that the water pressure, quality of water and temperature of hot water has all recently been improved. Discussions with the boarders did not reveal any problems with these facilities. The boarder's questionnaire also reflected a high level of satisfaction. Bathroom privacy 64.7% alongside a National average of 28.2% and Toilet privacy 88.6% alongside a National average of 48.5%. The inspectors are aware that the school intend upgrading the facilities within schoolhouse and would advise that the ratios of provision should be consistent with the numbers of boarders to be accommodated.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

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

0

Changing areas for daytime use were segregated by gender but were not inspected.

**Standard 46 (46.1 - 46.6)**

**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.**

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

2

The school has a wide range of sporting and recreational facilities that include large grounds, sports hall, music room and swimming pool. A boarders' common room is provided within the school premises and provides facilities for playing pool, air hockey and table games. Each of the boarding houses has created areas for the boarders to play or relax and those observed were all age appropriate. The boarder's questionnaire revealed a level of satisfaction in line with the National average. The school enable and support boarders to have free time but require them to always be in two's. The boarders spoken with consider this to be a good practice and understand the reasoning for it, personal safety. During the inspection the inspectors were aware that staff on duty in the evenings were not aware of the whereabouts of the boarders. The school are advised to review their current arrangements and consider a booking out system that would identify where the children were going to be e.g. sports hall, music area etc after they eaten tea.

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has an effective system of risk assessment. No high-risk hazards were identified during the inspection. Windows are appropriately restricted and electrical equipment is regularly checked. The boarders were aware of the areas within the school buildings and grounds they could access without staff supervision.		

<b>Standard 48 (48.1 - 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has good arrangements within the sick bay, under the supervision of the school nurse, to care for children who are ill during the day. This area would also be used to isolate children. The school arranges for additional staff to provide 24hour cover as needed. Parents are contacted by the school and if local parents usually take them home. Where this is not possible boarders return to their boarding house at night time. Separate accommodation is available in all of the boarding houses located close to the sleeping in or resident staff. This enables good levels of supervision and boarders can summon staff easily.		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is an on site laundry for small items e.g. socks and underwear. All other items are laundered at the senior school site. Details of laundry arrangements are displayed on notice boards in boarding houses. During the inspection boarders were observed following the school's system with staff providing appropriate levels of support.		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders can purchase some supplies from the school. The school will make arrangements to obtain any required items for boarders who do not go home regularly.		

<b>Standard 51 (51.1 - 51.11)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
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?**

9

The school does not have or use any off site short-stay accommodation

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

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

We would welcome comments on the content of this report relating to the Inspection conducted on 24<sup>th</sup>–26<sup>th</sup> January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

Head's comments were incorporated into the final inspection report

YES

The inspector believes the report to be factually accurate

YES

**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 Wednesday 9<sup>th</sup> March 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

Head has declined to provide an action plan

Other: <enter details here>

### D.3 HEAD'S AGREEMENT

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

**D.3.1 I Mr R Fenwick of King's Bruton Preparatory School, Hazlegrove House, Sparkford, Yeovil, Somerset, BA22 7JA 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 Mr R Fenwick of King's Bruton Preparatory School, Hazlegrove House, Sparkford, Yeovil, Somerset, BA22 7JA 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.

**Commission for Social Care Inspection**  
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S0000032478.V198224.R01

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