

inspection report

Boarding School

Westbourne House School

Coach Road

Shopwyke

Chichester

West Sussex

P020 6BN

15th 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**

Westbourne House School

Tel No:

01243 782739

AddressWestbourne House School, Coach Road, Shopwyke,
Chichester, West Sussex, PO20 6BN**Fax No:**

01243 770759

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

Westbourne House Educational Trust

Name of Head

Mr B Law

CSCI Classification

Boarding School

Type of school**Date of last boarding welfare inspection**

01.12.03

Date of Inspection Visit		15th November 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mrs S Rodgers	074592
Name of CSCI Inspector	2	Mrs G Davis	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Ms M Hodgkinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection			

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 (i.e. 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 Westbourne House 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.

Westbourne House is an independent day and boarding school situated in Shopwyke near Chichester. The head teacher is Mr B Law and the head of boarding is Mr Geffen deputy head.

Westbourne House offers day and boarding facilities for both girls and boys aged between 7 to 13 years of age. The school can accommodate fulltime, weekly and flexi boarders (minimum of 2 days). There are designated boarding house staff who also have a teaching roll. Boarding accommodation is provided in four houses, Shopwyke, The Dower House, Middle Lodge (not in use at the time of inspection) and Main House. Boarding accommodation is allocated by gender and age.

The inspectors from the Commission for Social Care Inspection were accompanied by a boarding school professional inspector.

In line with the Commission for Social Care Inspection policy the overall standard was met on a number of standards however as discussed at the feedback session with the head, deputy head and the bursar the inspectors advised that practices such as the induction programme and the roles and responsibilities of prefects should be written so as to ensure that continuity of training and practice is maintained

The head is requested to provide the Commission for Social Care Inspection with an action plan by 30th March 2005 indicating action to be taken with regards identified recommendations including timescale by which time they will be implemented with regards to recommendations 1-9. The head is requested to contact the Health and Safety Executive with regards to recommendation 10 and inform the Commission for Social Care Inspection by 10 January 2005 of action to be taken, following a telephone conversation with the deputy head it was confirmed that action has already been taken with regards this matter. The inspector has spoken with the deputy head who confirmed that a window restrictor is to be fitted to the window overlooking the flat roofed portico

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The systems in place for recording and maintaining the health and welfare of pupils are well maintained. Information regarding allergies and significant illnesses are cascaded to all staff. The system of communication between all staff concerning the welfare of pupils is of a high standard.

Meals provided are of a high standard.

Risk assessments are in place for high-risk activities and appropriate checks are carried out on off site accommodation. (i.e. holiday accommodation).

There is a good level staff of supervision for activities provided for pupils in their free time. Pupils spoken with confirmed that they felt that they had plenty of activities to chose from.

The inspectors noted that the respect between both pupils and staff was of a high standard and that the interaction between both was positive and confident.

There is a five year development programme in place.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school needs to develop the statement of boarding principles, and include information for parents of boarders informing them of how they can contact the Commission for Social Care Inspection if they have any concerns regarding the welfare of their child.

An induction to boarding booklet needs to be developed which provides pupils with useful information about boarding life at Westbourne House. (This has been identified in the Five Year Plan).

Written policy and procedures need to be developed to underpin good practices undertaken by the school (example given in description of services provided).

A new recruitment procedure/checklist is in place however the head needs to ensure all checks carried out are recorded i.e. verbal confirmation of references.

The house staff need to ensure that the privacy of pupils is maintained within the boarding environment at all times. The payphones on which pupils telephone parents should be placed in an area where pupils can make calls in private. (This has been identified in the five year development plan).

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors concluded that the school is being run in the best interests of the pupils. It was evident that all staff are kept informed of both the educational and welfare needs of pupils. The respect between all staff and pupils was apparent throughout the inspection.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

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	BS1	A suitable statement of boarding principles and practices should be made available to parents, boarders and staff.	30.03.05
2	BS5	Contact details for the Commission for Social Care Inspection should be included on the complaints procedure.	30.03.05
3	BS21	A new boarders induction handbook should be developed.	30.03.05
4	BS26	Advice should be sought from the local fire brigade with regards their procedure of wedging doors open.	30.03.05
5	BS35	A separate chapter on boarding practices and procedures, which expands on current information, should be included within the current staff handbook	30.05.05
6	BS37	The privacy of boarders must be maintained at all times. Also see Recommendation 4.	30.03.05
7	BS38	Records of the recruitment procedure must record all checks undertaken including verbal confirmation from referees.	30.03.05
8	BS39	A written agreement between adults not employed by the school but living on the site should be with regards unsupervised access to pupils	30.03.05
9	BS44	Risk assessment and a policy regarding bathing times for pupils should be developed to satisfy the school that the bathing and WC facilities provided at the present time do not unduly cause delay in using the facilities or inappropriate queuing,	30.03.05

10	BS47	Consideration should be given to fitting window restrictors to all windows above ground level. Risk assessments should be carried out and advice sought from the Local Fire Brigade and the Health and Safety Executive.	10.01.05
11	BS47	Consideration should be given to upgrading external lighting leading to outlying dormitories	10.01.05

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	BS12	The school council should include a proportionate representation of boarders
2	BS26	The head or a member of the senior management team should monitor all records identified in appendix 3 of the National Minimum Standards.

*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	NO

Checks with other Organisations and Individuals

• Social Services	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	15/11/04
Time of Inspection	9AM
Duration of Inspection (hrs.)	87
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****8****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****50****Girls****22****Total****72****Number of separate Boarding Houses****4**

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

2

The school provides prospective parents with a parent's handbook. The information contained in the document mainly covers educational practices and facilities. There is a small section on boarding and weekend arrangements in the prospectus however, the inspectors advised that the school should produce a document that contains a statement of boarding principles and practice which should be provided to staff, parents and pupils. It was suggested that a separate handbook specifically for boarders should be produced to include information regarding the expectations of the behaviour required from the pupils and all aspects of boarding life.

Standard 2 (2.1 – 2.6) The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	3
<p>Westbourne House School has an effective policy on countering bullying. The policy contains a definition on bullying. Pupils spoken with and information gained from the pupil's questionnaires indicate that bullying is not a problem at the school. Pupils advised the inspectors that they feel able to approach a number of people with in the school environment should the need arise.</p> <p>Through pupil questionnaires, which all pupils chose to participate in 27% said they were never bullied, 41% hardly ever, 20 % sometimes 3% all the time. For those pupils that stated they were being bullied 42% identified those pupils of a similar age were perpetrators, 10% adults, 10% older pupils, 4% prefects, 2% someone else. These figures were taken from the analysis of the whole school survey.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	68	%

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
<p>Westbourne House School has a Child Protection policy, which informs staff on how to respond to allegations or suspicions of abuse. This appears to be consistent with the West Sussex County Council policy and procedures. The inspectors did advise that some terminology should be revised in one section as the policy refers to an internal investigation rather than an assessment of the situation and decision making process for referring to the child protection team.</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?	3
<p>There was a general school discipline policy, however there was not a specific policy regarding discipline within the boarding houses. Pupils spoken with and information taken from the pupil questionnaire indicate that pupils feel that punishments are generally given out fairly and any punishments given in school time do not impact on boarding life.</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?	2
<p>The school has an appropriate complaints policy however, information regarding contacting the Commission for Social Care Inspection should be included in the parents information pack. There is information for pupils regarding who they can go to should they have any concerns displayed in dormitories. The inspectors advised that the child appropriate complaints procedure be placed in the pupils boarding handbook when is developed.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		X

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>Pupils receive personal, social and health education via academic process taught by the deputy head. Information regarding countering major risk to health and substance abuse are covered with in these lessons.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	4
<p>Records reviewed by the inspectors indicate that the health and welfare needs of boarders are appropriately addressed. The school nurse has worked hard to update the files, and demonstrated a good knowledge of pupils health and welfare needs.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

There are clear management and leadership arrangements in place. The school has a 5-year development plan for the school as a whole and for boarding.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

There is a comprehensive crisis management plan in place. The document contains planned responses to a range of foreseeable major incidents or crisis designed to safeguard and promote the welfare of the boarders.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence

Standard met?

3

The organisation of the boarding accommodation provides appropriate protection and separation of boarders by age and gender. No individual house or houses have significant poorer provision, facilities or standards of welfare than the other houses. There appeared to be a uniformity in the practice of boarding between the different boarding houses although the inspectors considered that it was untenable for the deputy headmaster who was responsible for disciplinary issues to be a Housemaster in a pastoral capacity.

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

Pupils have access to and choose from an appropriate range of activities each evening. The inspectors noted that there was a good number of staff on duty during free time to supervise the activities undertaken.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?**

2

The school has introduced a school council however this is not specific to the boarding provision and some pupils commented that very few boarders were on the panel. The inspectors advise that a proportionate number of boarders should be included in the school council numbers. There are also weekly house meetings in each boarding house, however the meeting observed during the inspection did not offer the pupils the opportunity to air their views, the meeting mainly consisted of notices being given by the housemaster.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence**Standard met?**

3

There is a prefect system in place, which is supervised and directed by the deputy head. Prefects spoken with confirmed that they were aware of their role within the school. The inspectors advised that prefects should have their duties, responsibilities and any power clearly stated in writing at the onset of their appointment. There did not appear to be a formal induction process for new prefects, although pupils confirmed that the deputy head did speak with them prior to commencement of duties. (This has been identified in the Five year plan).

Standard 14 (14.1 - 14.6)

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

Key Findings and Evidence**Standard met?**

4

All pupils spoken with confirmed that they felt they are able to talk to at least one member of staff if they have a personal problem. Pupils also told the inspectors that they would use the new friend listening system that has recently been introduced at the school. The inspectors were particularly impressed by the "Friends" listening system this is closely monitored by a member of staff and a large number of the children confirmed that this would be their chosen route to discuss any worry that they might have.

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

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

Medical records were being updated and contained a comprehensive degree of information regarding the child's needs. Parental permission had been obtained in advance for the administration of first aid appropriate non prescription medication and to seek medical optical and dental treatment when required.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

Boarders who are ill can be cared for in the medical centre, two beds are available. The inspectors were advised that weekly boarders generally go home if they become ill. Boarders who are cared for at the medical centre are able to summon staff assistance if 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

Prior to commencing at the school, parents are required to complete a pupil medical declaration. Information is collated and retained by the school nurse and any significant health problems of individual pupils is then circulated to staff.

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

The inspectors did not witness any inappropriate discrimination on the grounds of gender, disability, race, religion, cultural background, linguistic background, academic or sporting ability.

Standard 19 (19.1 - 19.6)

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

Key Findings and Evidence**Standard met?**

3

Pupils reported difficulties in being able to speak to their parents in private due to the position of the telephones. This issue will be addressed in the very near future as part of the school's development programme. The boarders are able to write letters home and communicate by e mail. There were notices displaying appropriate help lines in case of problems or distress and these were placed in strategic positions around the school.

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
Each boarder has a suitably secure and accessible place to keep possessions and valuables.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	2
There is no written process of induction and guidance for new boarders, however new boarders are shadowed by a more experience boarder. Refer to Standard 1 re boarders handbook. (This has been identified in the Five year plan).		

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 is not applicable to the school.		

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 inspectors were informed that the headmaster and deputy head and others of senior management team met on a regular basis to consider the outcomes of a number of issues. Although documents providing written evidence (such as complaints and punishments books) are in use, it is recommended that these are regularly monitored by the Head. The accident book was seen and the inspectors were able to confirm that they had been maintained by the head.		

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?****4**

Meals provided to boarders were adequate in quantity, quality and choice and provision was seen to be made for special dietary medical or religious needs. The inspectors ate with the children during their visit to the school and considered them to be nutritious, reasonably balanced and appetising. The inspectors noted that the relationships between the catering staff and the pupils to be relaxed and confident. The majority of staff have had appropriate food hygiene training, one staff member was due to receive training in the near future.

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**

Pupils have access to snacks and drinking water at all reasonable times.

Standard 26 (26.1 - 26.5)

Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

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

Fire safety instruction is given at appropriate intervals. Pupils confirmed that evacuation of the school and boarding premises take place at regular intervals. Emergency alarms, lighting and fire fighting equipment are regularly serviced. It was noted that the dormitory fire doors in both the main house and Shopwyke were wedged open and it was confirmed that this practice continued throughout the night. The inspectors advised that they considered this to be an unsafe practice and requested that the headmaster consult the local fire safety officer with regard to using a self-closing device on the doors. It was also advised that a risk assessment be carried out immediately.

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**

The boarders welfare is not compromised by any unusual or onerous demands.

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
<p>This standard is not applicable to the school.</p>		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
<p>Risk assessments are carried out and recorded in writing in relation to identifiably high risk activities for boarders. The risk assessments identified that all activities were competently supervised by adults holding relevant qualifications regarding the sport or activity concerned. Written parental permission had been obtained in advance for boarder to participate in high risk activities either run by the school or arranged by the school with other groups or organisations.</p>		

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
<p>Pupils have reasonable access to newspapers, television and other suitable information media at the school as appropriate.</p>		

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

3

There are sufficient numbers of staff supervision boarders outside teaching time. Including weekend activities should the need arise. The boarding staff group are comprised of staff of both genders.

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

Appropriate arrangements are made to supervise boarders away from the school site including risk assessment and policies for the safety and supervision of boarders during journeys.

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>Boarders are adequately supervised at night. There is at least one adult member of staff sleeping in each boarding house at night responsible for the boarders in the house. Additional members of staff are provided where necessary because of the age and number of pupils. There is a means for staff to know which boarders are sleeping in the house each 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>There is a formal induction process for new house staff and gap staff but it should be evidenced in writing. An appropriate process for the regular reviewed of the performance of each member of staff with boarding duties by a more senior or experience of staff should be introduced. This would ensure that the member of staff would be given opportunities to discuss training and updating in boarding practice commensurate with the role and experience of the member of staff. This has been identified in the 5 year development plan.</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>Written guidance for staff on boarding practice should be developed to include all aspects of boarding practice with regards to the safe guarding and promotion of boarders welfare: child protection, anti bullying and sanctions policies. Further information identifying how to respond to boarders personal problems, handle complaints by boarders and parents and the schools tutor and prefect systems should also be included.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>The general view of boarders is that the staff look after them well and fairly. The inspectors did not witness any inappropriate favouritism or antipathy of staff to individuals or groups.</p>		

Standard 37 (37.1 - 37.2)

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

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

The inspectors were informed by the pupils that they considered that they did not have enough privacy and at time objected to the fact that their doors were always open and that at time felt exposed whilst bathing particularly in Shopwyke where there was no door across the bathroom. Inspectors witnessed members of staffs going into the dormitories whilst the pupils were changing without knocking or warning that they were about to enter.

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**

A new interview and recruitment policy was introduced in January 04. Staff files examined evidenced that this had in the main been followed but that written evidence off verbal reference checks had not been recorded. The inspectors reiterated that all internal appointments to a position of trust within the boarding establishment must be accompanied by a new CRB check and that new candidates must be supervised in their work until receipt of the CRB check. The importance of evidencing that all security checks including verifying the references and gaps in service was also emphasised.

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**

As for standard 38 re CRB security checks. There are no written agreements between the school and any adult not employed by the school but living in the same building as boarding accommodation which specifies terms and conditions of their accommodation, guidance on contact with boarders and their responsibilities with regards supervising visitors. (See recommendation).

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

Boarding accommodation was appropriately lit heated ventilated and suitably furnished. It was noted that there are no boarders with a disability being accommodated.

Standard 41 (41.1 - 41.8)

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

Key Findings and Evidence

Standard met?

3

The boarding accommodation is reserved for the use of those boarders designated to use it and is protected from access by the public. The inspectors were satisfied that suitable and adequate security measures are in place.

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
The boarders have satisfactory sleeping accommodation.		

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
All studying takes place in the main school.		

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
Some areas of the accommodation there were too few WC's and bathing facilities per capita. The inspectors recommended that a written policy regarding bathing times was introduced.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
The boarders have satisfactory provision for changing by day.		

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
There is a range of safe recreational areas both indoors and outdoors. However the inspectors considered that there is not enough access to the outlying boarding houses outside school time.		

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence**Standard met?**

2

Most of the boarding accommodation was free from significant hazards to boarder safety however several windows are accessible to boarders above the ground floor and presenting a risk to boarders were not fitted with window restrictors or alternative safety measures, in particular the dormitory above the entrance hall had a window which could be fully opened onto the flat roof of the ornamental entrance porch. The inspectors advised the headmaster to consult the fire department following the bursars comments on egress via the windows and suggested a risk assessment should be undertaken. Consideration should also be given to upgrading lighting leading to outlying dormitories as the inspectors found that the present system did not work sufficiently and boarders were leaving to walk to their dormitories in relative darkness. (See Recommendations 10 and 11)

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

Boarders who are ill at school can be cared for satisfactorily and separately from other boarders within sick bay accommodation, which has its own en suite bathroom facilities.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence**Standard met?**

3

Adequate provision is made for boarders clothing and bedding.

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

Boarders are provided with minor personal and stationery items whilst accommodated at the school

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 is not applicable to the school.

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

3

Any off site short stay accommodation arranged by the school is checked by the school before use if possible and is monitored by the school during use. Sufficient school staff are provided to supervise and appropriate and effective step to safeguard and promote the welfare of pupils at all times are taken.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lead Inspector** Mrs S Rodgers **Signature** _____**Date** 1 December 2004**2nd Inspector** Mrs G Davis **Signature** _____**Date** 1 December 2004

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 15 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Part D: Head's Response

There are a number of points relating to the report, which I would like to draw to your attention:

Brief description of services provided (pg. 5):

- 1 – 3** These all appear in our Five Year Plan
- 4** The local fire brigade has previously agreed to the use of wedges during the day; in the light of recommendations we are now investigating sound operated doorstops, which are accepted by the fire brigade and allow to be kept safely open.
- 6** Already actioned.
- 10** All windows have been fitted with restrictors. No need for further consultation, apart from Shopwyke House, which is underway.
- 11** Following investigation with our electrician, we have decided to replace the existing ground level pathway lighting with traditional standard lamos, which will significantly improve the level of lighting to the outhouses, art and science buildings. This work will be undertaken as soon as is practicable.

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

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

NO

Note:

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

D.2 Please provide the Commission with a written Action Plan 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

NO

Action plan was received at the point of publication

NO

Action plan covers all the recommended actions in a timely fashion

NO

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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Brendan Law of Westbourne House School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>Brenden Law</u>
Signature	<u></u>
Designation	<u>Headmaster</u>
Date	<u>21 January 2005</u>

Or

D.3.2 I of Westbourne House School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name	<u></u>
Signature	<u></u>
Designation	<u></u>
Date	<u></u>

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

33 Greycoat Street

London

SW1P 2QF

Telephone: 020 7979 2000

Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120

www.csci.org.uk

S0000014827.V187311.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source