

inspection report

Boarding School

Bromsgrove Preparatory School

Off Old Station Road

Bromsgrove

Worcs

B60 2AD

27th – 30th September 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**

Bromsgrove Preparatory School

Tel No:

01527 579600

Address

Off Old Station Road, Bromsgrove, Worcs, B60 2BU

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

The Governing Body c/o Bromsgrove Preparatory School

Name of Head

Mr Peter Lee-Smith

CSCI Classification

Boarding School

Type of school

Boarding and Day

Preparatory School

Date of last boarding welfare inspection

NA

Date of Inspection Visit		27th September 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	S Moodie	073081
Name of CSCI Inspector	2	P Wells	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		M Rodgers	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR P LEE-SMITH	

Introduction to Report and Inspection

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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

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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 Bromsgrove 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.

Bromsgrove Preparatory School was created in Wales during the Second World War as the Preparatory School for Bromsgrove School itself, which had been evacuated there. With the Senior School it returned in 1947 and was established in its own premises in Cobham House, in 1958. It is sited within the town of Bromsgrove. The Preparatory School occupies a 40-acre site close to the Senior School and provides day and boarding education for both girls and boys from 7 to 13 plus years of age. Pupils have access to some of the facilities of the Senior School - the Chapel, Library, Resources Centre, all-weather pitches, indoor swimming pool and squash courts.

The Preparatory School has modern facilities. As well as the original buildings from the 50's and 60's there has been an extensive building programme. This has provided ten new classrooms in the Junior Block of the Preparatory School for the youngest children at the school, and it now has its own library, central hall, sports hall and changing rooms.

Although the majority of the pupils who attend the school are day pupils, it was founded as a boarding school. It has retained a structure that uses the extended day to foster the boarding ethos of a full curriculum with extra curricular activities built in to the day, and an extensive pastoral care system. There are two boarding houses. The boys' house is larger than the girls and has 34 boys from 8 years to over 13. It occupies part of the original Cobham House and uses that name. The girls' house, with 12 children, is in a separate building and occupies the top floor of Webber House. Both are run on homely principles with resident teachers as houseparents, responsible for the boarders' welfare and smooth running of the house. Each house has one or two housemothers to assist in the care of the children and domestic arrangements. Each has permanent teams of tutors who are teachers and who provide supervision and care on different evenings, backed up by the Gap students.

This was the first inspection of the school since the new National Minimum Standards for Boarding Schools came into being in April 2002. The inspection therefore has acted as an audit of the school's performance against those standards. This will inevitably indicate that a number of standards are almost but not fully met: a number that can be expected to reduce substantially as the school continues to develop its practice.

Inspectors welcomed the careful preparation which the school had undertaken, and the helpfulness which the Headmaster and staff displayed. They would like to extend thanks to the staff and the boarders who gave of their time and made the inspection an enjoyable task for inspectors.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Preparatory School had a well thought-out set of principles and objectives, which were reflected in the life of the school and in the boarding houses. It had developed thorough and useful policies on bullying and on child protection. The level of training on child protection procedures had recently increased.

The school had a sound philosophy underlying its approach to managing behaviour that it shared with both parents and pupils. The punishments used in the boarding houses were more homely and very different from those used in the day at school. This emphasised the contrast between the two.

There had been further developments of the complaints procedure. The school was also following sound procedures on promoting and recording children's health. It was supported by a professional and sympathetic Health Centre.

There were clear structures for the management and development of boarding that promoted and valued the boarders' lives in a school attended, predominantly, by day pupils.

Boarders had opportunities to contribute their views and some changes had come about as a result. They were also able to talk to friends and family and house staff if they felt that anything was worrying them.

The Health Centre monitored the care of ill boarders and actively supported children with health needs. Boarding staff responded sensitively to homesickness.

The induction of new boarders was undertaken with care. Some parents had drawn inspectors' attention to how much they valued this and the school has met this Standard particularly well. Communication with parents was generally good.

The school had a good system in place for monitoring records.

Meals were always adequate and nutritious, and drinking water was widely available.

Boarders had access to the town and were appropriately supervised on visits. They could also regularly see television.

Arrangements for the care and supervision of boarders during the week were good and relationships between the children and staff were generally sound. It had an established system for running the two boarding houses with permanent staff for both houses.

Although the accommodation for boarders varied in quality, it did provide them with opportunities for access to a wide range of safe recreational areas. They were well provided with laundry facilities and had access to a shop within the school. Considerable care was taken with boarders' welfare on all major trips.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

A number of the welfare policies needed to be updated and shared with both parents and boarders, in particular, countering bullying and on complaints.

There were discrepancies between the boys' and the girls' physical environments in their houses which created different problems for each house.

Boarders commented that they could be overheard on the telephones and this needed attention.

Not all of the ancillary staff were familiar with the child protection procedures or would confidently go to the designated person.

Further attention needed to be given to maintaining fire safety records in the houses.

Some staff needed to be aware of children's desire for privacy.

The recruitment procedures for new staff did not include all of the steps outlined within the standards. It is critical that this is attended to swiftly. This Standard was not yet met.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school demonstrated that, although it had a large population of day children, the boarders had high priority and were in no way second best. The school was structured in a fashion that enabled many of the advantages of a boarding school to be shared with the day pupils.

On the whole the children themselves were positive about their boarding arrangements.

The school was considered generally to be meeting its statutory duty to safeguard and promote the welfare of the boarding pupils.

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	BS2	The school should provide all parents of boarders with a copy of the school's policy on bullying, which is also available to boarders themselves, and which includes the points in Standard 2.2.	
2	BS3	The policy on Child Protection Procedures needed to be updated in accordance with points made in the report.	
3	BS3	All staff, including new staff and ancillary staff, should be given training or briefing on responding to suspicions or allegations of abuse and know what actions they should take in response to such suspicions.	
4	BS3	The policy on children missing from the school should be added to the Boarding House Documentation and Information for staff and should include information about reporting and recording the event.	
5	BS4	The school should maintain a suitable book or log for recording the use of major punishments.	
6	BS5	The school should ensure that the complaints procedure is available to all staff, boarders and parents.	
7	BS9	The document on 'Managing Responses to Critical Incidents' should include all of the emergency contact names and numbers and be regularly updated.	
8	BS10	The Governing Body should ensure that any action or development plan to address the differences in provision between the boys' and the girls' accommodation should be taken forward as soon as possible.	

9	BS11	The school should seek to widen the range of activities for boarders at the weekends.	
10	BS14	The school should ensure that boarders know that they may contact the school counsellor and how they can do so.	
11	BS15	The medicine cupboard in the girls' boarding house should have a secure lock.	
12	BS19	The school should find ways to increase the privacy and soundproofing of the telephones that the children can use.	
13	BS26	The school should have a fire risk assessment and carry out regular checks and servicing on the fire safety equipment, which are recorded, to comply with recommendations of the Fire Service.	
14	BS31	Staffing should be sufficient to provide supervision for boarders at all times outside teaching time.	
15	BS34	Staff appraisal and review should be monitored to ensure that houseparents have a good working knowledge of the performance of members of the boarding teams.	
16	BS35	The file of guidance called the 'Boarding Houses Information and Documentation' needed to include up-to-date, detailed information on child protection, anti-bullying, and complaints procedures.	
17	BS38	The school's staff recruitment procedure should include all of the steps outlined within Standard 38.	
18	BS39	A written agreement with any staff spouse resident in the school buildings, but not employed by the school, should be drawn up and should specify all of the elements described in Standard 39.4.	
19	BS40	Attention should be paid to maintaining the equipment and furnishings in the boarding houses in a good state of repair and ensuring that there was adequate lighting.	
20	BS41	The school should ensure as soon as possible that the locking system of the door into the reception area is restored, or that there are of times when the door is left open when the reception area is unstaffed.	
21	BS42	Younger boys and girl boarders should be provided with further hanging space for their clothes.	
22	BS43	Girl boarders should have additional desks or tables in their house to use for finishing their prep.	

23	BS44	The privacy of the girls' shower doors and toilets, and of the boys' showers needed further improvement.	
24	BS47	The school should remedy the shortage of sockets in the boarding houses which could lead to a risk from trailing flexes, examine the potential for accidents from an overloaded socket in the girls' boarding house and from the storage of tuck boxes in the girls dormitory, and ensure that they are safe.	
25	BS47	All risk assessments should be dated and signed when they are first drawn up, amended or reviewed..	
26	BS48	The governing body should ensure that the use of the Health Centre for two schools is monitored and that it can meet the required Standard in provision of toilet and washing facilities.	

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS3	The School is advised to ask staff to record the date when they have read a policy and to sign it. All policies should also be dated.
2	BS15	The school should consider expanding the parental consent form with regard to health care treatments.
3	BS18	Staff are advised to be aware that boarders from overseas may have difficulties in expressing themselves and may need particular attention from staff to explore things which matter to them.
4	BS20	Inspectors advise that staff should keep pocket money accounts which show the balance remaining and which are signed by both the staff member and the boarder on each withdrawal or entry.
5	BS36	Staff need to be mindful that group punishments should be avoided.
6	BS37	Staff should avoid intruding unnecessarily on boarders' privacy.
7	BS41	The school should endeavour to ensure that the premises are free from unwanted public access.
8	BS47	Attention should be paid to any hazards created by poor illumination to outside areas and to any puddle which might freeze and be dangerous.

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*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	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
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	NO

Date of Inspection	27/09/04
Time of Inspection	09:00
Duration of Inspection (hrs.)	47.10
Number of Inspector Days spent on site	12

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****34****Girls****12****Total****46****Number of separate Boarding Houses****2**

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?

3

Bromsgrove Preparatory School has compiled a Prospectus, a Handbook for all parents of children new to the school and separate Pupils' and Parents' Guides for both the girls and the boys Boarding Houses, Webber and Cobham respectively.

The philosophy of the school emerged from these documents. It emphasised how the school encouraged all pupils to reach their full potential and to aim for excellence at each stage. Potential parents would learn of the importance that the school placed on happiness and fun, on natural spontaneity and inquisitiveness. Parents of boarders would also read of staff's concern that boarders should settle in and make the most of their opportunities. Staff were there to help solve problems and they aimed to run the houses "like a big family". That same message was given to the future boarding pupils in their handbook and it stressed that reading the handbook would help them to get an idea of the daily routines.

The Prospectus covered all of the elements of Standard 1.2. Some other information to parents will need to be updated, such as the school's boarding provision being inspected by the Social Services, whose inspection function is now with the Commission for Social Care Inspection (CSCI).

Inspectors considered that the statement within the Prospectus largely reflected the current boarding practice of the school.

Standard 2 (2.1 – 2.6) The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	2
<p>The school has developed a thorough policy on countering bullying.</p> <p>The Handbook informed parents that the school was concerned that no child should be unhappy at school through bullying, whether physical, intimidatory or through persistent teasing. Any reports would be investigated thoroughly and with discretion. Parents were told that the anti-bullying policy was available from the office for any parent who would wish to see it. Although this would be reassuring to parents, it did not yet meet the requirements of this Standard, that the policy itself should be known to them.</p> <p>The school's policy covered all of the elements in Standard 2.2: the definition of, response to and measures to counter bullying. It included a list of which changes in behaviour should alert parents to the possibility that a child may be being bullied and what actions a parent should take. This was commendable. This information should be included within the information sent to all parents.</p> <p>Children learned that bullying was unacceptable through the school rules. These were prominently displayed within the school. Because the boarding houses emphasised their difference as home bases for the boarders, and that the school system of punishments did not apply in the boarding houses, the boarders' guides should also include references to bullying. This would confirm that the policy applied as much in the boarding houses as elsewhere in the school. It should cover a definition of bullying, measures to prevent it and how to respond to observed or reported bullying, directed towards the children themselves. This part of the Standard (2.3) would then be met.</p> <p>A substantial majority of children reported that they were not being bullied or were hardly ever bullied at the school, comprising 9 of the 12 girls and 23 of the 34 boys. Girls indicated that they were or had been bullied by other pupils more frequently than boys, who in turn referred to adults, but gave little additional information. Discussion with staff and records indicated that there had been some difficulties that had been resolved.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	70	%

Standard 3 (3.1 – 3.9)

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

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

There was an extensive Child Protection Policy for the whole of Bromsgrove School that included the Senior School, the Preparatory School, and the Pre-Preparatory School. The policy referred to reporting the matter immediately to the Duty Team Leader at the Social Services Department or the Emergency Duty Team which suggested it would be within 24 hours as the Standard requires, but this should be spelt out. It also needed to indicate that the referral to the SSD should be in writing, or with written confirmation of a telephone referral, in that 24 hours. It also needed to be updated to refer to the Commission for Social Care Inspection (CSCI) where previously it spoke of the County inspectorate. At the end, it included a very useful Appendix (8) on the Appointment of Staff that linked that process to Child Protection. That too will need to be updated to include all of the points that Standard 38.2 covers which referred to the vigorous vetting of all staff working with boarders. The school needed to obtain an updated copy of 'Working Together', now titled 'Working Together to Safeguard Children', 1999. It is also advised that staff would gain from being familiar with the summary version of What To do If You're Worried A Child Is being Abused, DoH, 2003. There was a copy of the interagency guidance however, with recent updates, already in place.

The policy met all of the points in Standard 3.3

The Headmaster was the designated senior member of staff and had undergone extensive child protection training during the summer. Inspectors found that the majority of teaching staff including house tutors and houseparents had attended in-house child protection training (3.5). The Head had promoted this and had followed it up with written information for staff. Unfortunately not all housemothers and ancillary staff had received the training. This would need to be remedied. Gap Students were given a briefing during the inspection.

The staff were not all aware of the policy details. They did not always describe correctly which staff member was the first person to inform if they had a concern or received an allegation. Inspectors were told that it might be hard for some to turn to the designated person, the Headmaster, or the pastoral deputy, because of gender or status differences.

Inspectors did not on this occasion see guidance for staff about 'whistle blowing' but heard that staff did have this in the staff handbook. It is important that all staff know that they are required to report to a designated staff member or to the CSCI any concerns that they have about school practices or the behaviour of colleagues which are likely to put children at risk of abuse or serious harm.

Inspectors saw the policies for actions to be taken when a day or boarding pupil was missing. The policy was developed in March 2003, but it was not included within the child protection guidance or in the 'Boarding House Information and Documentation' manual. Staff needed to be familiar with the process that they should follow and the policy should be easily accessible. It also needed to include information that a written report would be made of any incident where a boarder was missing, the actions taken and any reasons given by the pupil for being missing.

Inspectors recommend that all such policies should be signed and dated by staff members to

indicate that they have read them.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

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

The School's Behaviour Management Policy has set out the philosophy and procedures for the Preparatory school's approach to managing behaviour. It stated that the 'fundamental emphasis is based on co-operation and mutual respect between both pupils and staff, backed up by an appropriate rewards and punishment system'. It is further supported by the Code of Conduct, a leaflet which was sent to all parents as part of the introductory pack and was on display through out the school. All parents received an account of what the main disciplinary responses to misdemeanours were and that there was a credit system to reward those who were particularly helpful and well behaved. The 'Pupil's Guide to Boarding' made clear to boarders what the routines within the house were which they would have to conform to.

The Guide for Parents of boarders gave more information about the use of discipline within the boarding houses. Life in the house was intended to be more homely and a contrast to the school day. Consequently, 'school' sanctions were not used within the house, but involved instead loss of privileges, such as the use of various facilities, loss of free time or 'village leave', of later bedtimes, or gave tasks to be done within the house. Parents would be directly involved in more serious cases such as theft or bullying if the houseparents considered that the Headmaster should be informed. It stated, too, that staff should be aware of any background needs of pupils and that each incident should be judged as an individual case.

The majority of children considered that punishments at school were given out fairly, (6), almost always fairly (15), or fairly most of the time (15). 7 boys and 2 girls thought that they were often given out unfairly. Two other boys considered that they were almost always given out unfairly. The question did not distinguish between school and boarding punishments and the responses often cited school punishments though some replies referred to 'early bed'. None described inappropriate punishments. However, in conversation with inspectors, some of the pupils did complain about the use of group punishments in the houses.

The Headmaster maintained record of major punishments on the school's computerised record system, which was printed off for the inspection. This showed when the Headmaster's detention was used and for what reasons, and when a child was placed on an internal or external suspension. There were 20 incidents during the preceding year that had involved 10 pupils. None of them had been current boarders although an incident during the inspection affecting a boarder had to be added to the record.

Inspectors noted that the Standard 4.6 required that the record should be in writing in a suitable log or book. If each child had a separate dedicated page this would protect the confidentiality of any other child, should a parent wish to see it. There was no requirement for house punishments to be logged, but to do so would enable progress to be clearly recognised and might point to the signs of difficulties emerging for a particular child. With this exception the other elements of the Standard were met.

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>A Complaints Procedure for Parents had recently been developed. It was not included within the Handbook for new parents or in the 'Parent's Guide to Boarding'. This did not really meet the intention behind Standard 5.2, that it should be available to all staff, parents and boarders.</p> <p>However, inspectors were also shown the new Complaints procedure for Bromsgrove School. This was applicable to parents of both schools and would be included with the Handbook. It outlined how they could raise complaints, to whom they should direct them and how the complaints would be dealt with. The procedure had a recent addendum, that the school would provide an independent member of the Governors' Appeal Committee, and that the Headmaster kept a record of all complaints and their outcomes. Both boarders and their parents should also be informed about how they can contact the Commission for Social Care Inspection (CSCI) regarding any complaint concerning boarders' welfare.</p> <p>Boarders did have some help from the 'Who do I turn to' page in their 'Pupils' Guide'. It did not suggest there would be help from outside the school itself in raising a complaint, were that necessary. If the boarding pupils' information in 'Who do I turn to' were to incorporate appropriate information from the Senior School's pamphlet, 'Where do I turn', it would then meet the requirements of this Standard and would include information about who to contact outside the school, such as the counsellor and the CSCI.</p> <p>The school looked into complaints with care. There were records kept of each complaint and it was evident that the Headmaster monitored and followed up those with which he was not personally involved. However, the processes undertaken to pursue and resolve complaints were not always clearly recorded. Some files did not indicate to inspectors that the matter had been resolved. The Standards (5.5) state that there should be a written record kept of the serious complaints and their outcomes, for regular review by the Head. Inspectors considered that this would be facilitated by the use of a written log.</p> <p>This Standard was nearly met.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3)

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

Key Findings and Evidence**Standard met?**

3

The Staff Handbook outlined the appropriate policies on countering the major risks to health, set out the school's policy and its response to alcohol, smoking and drug abuse. Inspectors were told that Personal, Social and Health Education was developed across the curriculum and within the Pastoral Programme. It was not formally linked with the work that the house staff undertook with children. Parents had information on the curriculum and the school might wish to explore whether any links could usefully be made with house staff for those children who did not see their own parents often.

The rules also made clear the school's policy on alcohol, smoking and illegal substance abuse. These were available to staff.

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

The Health Centre kept good records of boarders' health and welfare. Appropriate information on children's health and on whom to contact in emergencies was there.

In one boarding house a format for recording significant information and notable medical conditions for each child was seen. The health centre provided key information on children's health and contacts. There were good systems to alert other staff to any issues about a particular child that were not confidential and confidentiality itself was safeguarded. The integration of the health centre into the life of the school was particularly helpful to the boarders' welfare.

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 school had many more children who attended daily than who boarded. In such situations, boarders' interests can be lost. Inspectors were pleased to find that ensuring the boarders' welfare was regarded as important, and the school had developed good leadership structures to do this.

The Headmaster, although not a full member of the Governing Body, sat on some of the governing body sub-committees and reported directly to them. This provided direct access to where financial planning took place. It also enabled the Governing Body to monitor the welfare provision which boarding in the school promoted. The Headmaster had increased the element of participation in boarding for new fully qualified teachers by expecting them to take some part in tutoring within the houses.

There were fortnightly meetings between the Headmaster and head of boarding. The head of boarding, who was also the houseparent of the boys' house, was a member of the senior management team and brought any issues which affected boarders to it, such as the arrangements for prep and staffing of the weekends. He met weekly with the head of pastoral care and met regularly with the houseparent of the girls' house. He was also involved in forward development, such as co-ordinating the 'think tank' for planning the end of the Summer term.

Inspectors were pleased to note that the two houseparents in charge of the boarding houses were undertaking the Boarding Schools' Association professional development training. This also required regular meetings with both the head and the deputy head, related to the running and development of boarding and the promotion of the boarders' welfare.

The structure indicated that this Standard was met.

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 has developed a policy document, 'Managing Responses to Critical Incidents'. This was thorough, but should also include any child's death that was unexpected. It was cross-referenced to the travel policy document. The version seen by inspectors did not have the names of the key personnel already entered. Inspectors considered that it should include the emergency contact names and numbers and be regularly updated.

Standard 10 (10.1 - 10.5)

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

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

The boarding houses did provide appropriate protection and separation of boarders by age and gender. There were some difficulties for one younger girl boarder, much younger than the others, but who was, none-the-less, helped by the older girls in the house.

There were differences in the facilities. The physical provision for boys was open plan and had been difficult to adapt. Separation between age groups had not proved easy. The school acknowledged that this was unsatisfactory, but the house did provide the boys with space for more common room areas than for the girls. They had access to a computer from which they could send emails.

Girls complained that boys had a pool table and electric piano. They regretted the loss of their own email facility when the floor below them had been designated for the Sixth Form of the Senior School. The Preparatory School girls and house staff also spoke to inspectors about the preference which they considered had been given to the newer boarders from the senior school. A number of the girls thought that this was particularly unfair, given the length of time they had themselves been boarding. It was unfortunate that the girls should have been left with such a sense of grievance. Inspectors were pleased to note that there were separate entrances and facilities and there was no inappropriate contact between the two floors of the building. (See also Standards 40 to 44).

The school was fully aware of these differences in provision and of their impact on the boarders. Inspectors were told of plans to develop the boys' boarding house.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

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

The school's nature as a boarding school with a majority of day pupils had affected the way activities took place for boarders. The school allowed time within the school day on two days a week for major activities such as games or drama. Although matches would take place at weekends, which would involve team members whether boarding or day, weekends did not appear to be times when there were play rehearsals or school orchestra practices.

Activities outside formal school time for boarders were biased towards sporting activities. The boys had much closer access to the sports hall and did not have to journey in the dark to reach it. This was a disadvantage for the girls. Inspectors found few quieter or more creative activities available unless a particular house tutor was able to open up one of the other rooms. Girls reported that they enjoyed using the art room when this was possible and boys spoke positively about war hammer that they pursued within the house and school. Some of the girls' craft activities, which the houseparent had encouraged, were on display in the house.

Weekend trips were provided on some weekends to cinemas, theme parks, etc, but these were paid for out of boarders' pocket money with some subsidy from the school. There were also some activities arranged in the school by an outside agency that had already run a session on archery. The cost of activities prevented some of the boarders from attending some of the trips. It was unfortunate that access to them was limited in this way.

Boarders also had supervised use of the sports hall and swimming pool and some other after school activities during the week. The school used one afternoon a week for the whole school to participate in a broader variety of activities, such as music, the school play.

Inspectors were concerned that there were few opportunities during the weekends for periods of structured and creative use of time. Boarding staff had to mingle their supervisory duties with encouraging children to take part in the activities that were on offer. Weekends, when many boarders went home, would provide opportunities for more diverse activities and for exploring the possibility of much cheaper local and community based activities, perhaps using local public transport. This was an area which the school needed to widen further.

The school protected access to the internet.

Standard 12 (12.1 - 12.2)

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

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

Children's representatives in a school council could express all pupils' views. There were also house meetings in both houses. Discussions between staff and boarders in the boys' house had brought about certain changes. There were discussions about the boarders' supper. The later time for 'lights out' in the summer had continued into the autumn term as a privilege.

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?****9**

Although the school was in the process of selecting the new prefects, it appeared that they did not exercise authority roles within the houses. The boy and girl heads of the two houses, who had also not yet been appointed for the term, took on some additional responsibilities but did not take on authority roles within the houses either.

This Standard therefore did not apply.

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**

Boarders had access to form tutors, to houseparents and other house staff, to the head of pastoral care and discipline, which included staff of both genders..

The head of pastoral care line managed the heads of year. As senior teacher, he had the responsibility of keeping the Headmaster informed of serious pastoral or behavioural difficulties as they arose. Pupils with severe personal problems were referred to the health centre where the trained counsellor was based when she visited the school.

However the 'guides to boarding' for pupils and parents did not mention the school counsellor who acted as the independent person for the school, and there was no information about this role seen within the boarding houses. Information was found at the health centre but this would be limited in reach. None of the children replying to the questionnaire cited the independent counsellor as a person to whom they would go. The role, however, was cited in the Senior School's leaflet 'where do I turn', which inspectors found in the handbook for new parents. But it was not in the 'Pupils' Guide to Boarding' nor in the boarding houses. It would be possible for her to be contacted by e-mail, for this to be realistic it would need to be protected from the eyes of other children.

Inspectors heard that the independent person was a trained counsellor and youth worker who had been subject to a criminal records check. This service was free to boarders if they themselves wished to see her, although it was possible for parents to contract for her services on a longer term if this was needed.

The people children mentioned most frequently that they would talk to if they were worried or unhappy were friends, parents, houseparents and housemothers by both the boys and the girls. It was pleasing to see the extent to which the school promoted effective friendships, enabled children to maintain contact with their families, and had effective pastoral care systems within the house teams.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of Standards are:

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

Standard 15 (15.1 - 15.14)

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

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

Boarders received appropriate first aid and healthcare at the school's health centre, which serviced both the senior and preparatory school. The health centre was open daily with a trained nurse available at all times during the day. There was an 'on call' arrangement for times when the health centre was closed. The boarders were registered with a local GP and one of the doctors held a daily surgery at the health centre every day except Sunday. There was a choice of male or female GPs.

The school could arrange, and escort, boarders to routine and emergency treatments at the dentist, optician and hospital if parents so wished.

The four nurses held nursing registration and had a wealth of experience. The most senior nurse had worked in one of the boarding houses and continued to do some evening work in another boarding house. These close links created good professional relationships between the two services. This was welcomed.

First Aid and minor illness treatment was undertaken by the nurses and house staff. The latter had attended a recent refresher course in basic First Aid, as had both the houseparents.

Written parental permission was obtained in advance for medical treatment. The parental consent form had a general statement giving consent for general health care services to be provided. Consideration should be given to expanding on this to include consent for dental, ophthalmic, emergency treatment and anaesthetic.

The medicine cupboard in the girls' house had a loose fitting chain and padlock and the girls pointed out that the doors could be opened slightly to reach the internal shelves. This was not acceptable and needed to be remedied swiftly.

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**

When boarders were ill they were looked after in the health centre by the nurses, who could be present if necessary by day and night. If the health centre were full, a nurse or a member of the house staff would look after a boarder in their boarding house. At night there were suitable arrangements in the boarding houses for boarders to contact a member of staff.

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
<p>The health centre ensured that the health needs of boarders were identified and suitable treatment and support given by the nurses and house staff.</p> <p>Currently none of the boarders needed a specific 'welfare plan'. However, through discussions with the Headmaster, senior nurse and houseparents, it was evident that previously when a boarder had a specific health or personal problem, this was dealt with appropriately and discreetly. House staff's descriptions of their responses to homesickness and enuresis in the past were particular sensitive.</p>		

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
<p>It was a principle of the school that its practice should be anti discriminatory. Inspectors did not see any evidence of discriminatory practice. However, there were some indications that some of the young people from overseas did not find it easy to talk within the groups that had been convened for this inspection. Inspectors were left with the impression that they might have wished to explore some facets of their situation further. They did express appreciation of the presence of an EAL teacher as one of the house tutors, available to help with prep, and would have valued more of such time.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>Boarders were able to contact their parents by email and telephone as well as by letter. The majority did not need to gain permission to do this, but some from overseas could only telephone parents at times of day different from the usual use of the phones, and did need permission at those times. Although 10 of the other boarders found no problems with telephoning from the school, 26 referred to the possibility that someone else could usually hear what they were saying. 9 of the group would use their mobile phones.</p> <p>Observation confirmed that neither of the telephones in the boarding houses gave full privacy. This needed further attention. Inspectors did not see any telephone helpline or outside contact numbers to ring in case a boarder had problems.</p> <p>Boarders did not indicate that any of their emails, phone calls or letters were censored or read.</p> <p>Parents and records confirmed that there was good contact between parents and staff concerning any significant welfare concern. Parents who replied to the inspectors' letters stressed how much they valued being kept in touch by the houseparents with news of their child.</p>		

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
<p>Children's pocket money was well protected. There was also space for their personal possessions. Each had a lockable tuck box. Boarders received their pocket money from the houseparents. Records of this were clear and larger sums were banked for children. The Standard 20.2 does not define what a 'proper written record' is and inspectors would advise the school that the pocket money accounts should show a balance and be signed by both the staff member who gives the money out and the child who receives it, as a further safeguard.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	4
<p>As indicated in Standard 1, the school provided information to boarders about the routines in order to help them settle in.</p> <p>Form tutors also played a key role in the induction of all new pupils, day and boarding. The Staff Handbook set out the importance of welcoming new pupils, ensuring that they had a 'shadow' (another pupil) of the same sex and a boarder if appropriate, if possible in the same groups, who was willing to do the job well and would look after the new pupil for about two weeks, or until the newcomer no longer needed guidance. It was the tutor's responsibility to monitor this and ensure that the new boy or girl was not left alone.</p> <p>One set of parents drew the inspectors' attention to how carefully this was planned for boarders and how important the description of this procedure had been in influencing their choice of school. Children commented on the understanding and acceptance that other pupils had of homesickness. The support they described was commendable.</p> <p>As with the information for boarders specifically about their house, the general induction programme placed emphasis on giving children information about what they would need and need to know. It set out clear procedures about what would happen.</p> <p>The school met this Standard well.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>This Standard did not apply because the school did not select guardians. The inspectors were pleased to note that the school kept a watchful eye on the stays that overseas pupils might make with older student relatives, who were not the appointed guardian for the child. Staff would take action to inform the child's parent or agent to gain consent for such a visit or alert them of the need for action.</p>		

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

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

The Head and management team of the school had developed systems for monitoring records. The deputy head had oversight of the risk assessments; the houseparents monitored the punishments within the boarding houses, with reference to the Headmaster when necessary; complaints were also monitored by the Headmaster and accidents by both the health and safety manager and the deputy head.

Inspectors noted that effective action had been taken in the previous academic year to respond to an incident between children in the playground.

Standard 24 (24.1 - 24.8)

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

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

The school's catering was linked with that of the senior school and provided a wide choice for both breakfast and the main meal at lunchtime. Choice was available in the evening but was less broad. This ensured that there would be food that would suit both special diets and special religious or national preferences. It did not unfortunately ensure that all children enjoyed it. Boys were more positive, 13 described the food as usually good or very good, and 11 as average. Ten considered it poor or very poor. Girls were more critical, only 3 thought that it was average, and 9 described it as usually or very poor.

Inspectors were surprised by this response. The food was presented in a canteen, 'serve yourself or be served from the counter' system, and this 'institutionalisation' of eating at the school may create a distance between those who prepare the food and those who eat it. This might have contributed to the children's response.

On inquiry children told inspectors that a member of staff did sometimes monitor what they were serving themselves with. This was good to hear since children were able to choose otherwise limited diets. It was important that this monitoring should not also include adverse or teasing comments about what the children had chosen, particularly for those with any kind of eating issues or from overseas. Inspectors enjoyed the range of food available.

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**

Boarders had access to drinking water in the school and in the houses. Inspectors noted some taps in one house, which were specially labelled drinking water, and were told that these labels would be removed since all of the cold water in that house came from the mains supply. Houseparents helped children prepare snacks in their houses in the evenings and undertook shopping for them. There were facilities for boarders to store their food.

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**

Inspectors and the school could not find the most recent recommendations of the fire service. The fire service itself had the report under the former title of the school and had not visited since the first floor of Webber (the girls house) had been converted to boarding accommodation for girls in the senior school, last summer.

It was agreed with the school and fire service that a further visit would be made by a fire safety officer to view the boarding accommodation. Hence this standard could not be full assessed.

Termly fire drills had taken place and were recorded. Boarders were familiar with the means of escape but had not had practices using all the fire exits. This gave rise to some concern, since the external exit from the boys' house ended somewhat abruptly, close to the wall of the newer extension.

Inspectors did not see written records of tests and checks for the means of escape, fire alarms, fire equipment, fire detection, fire doors and emergency lighting in line with British Standards within the boarding houses. Boarding staff visually checked some of these regularly but no records were being kept. The inspectors noted that a sample of fire extinguishers viewed in the boarding accommodation had had an annual check by a contractor. The school needed to develop systems to meet this Standard.

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?	9
<p>This Standard did not fully apply, because the school was not created to promote specialised abilities through onerous demands other than would normally be found. But it did use a fairly long teaching day and some part of the weekends to encompass academic teaching, games, and extra curricular activities. Consequently children could be quite tired by the weekends. Inspectors were pleased to hear that houseparents had acted as advocates for boarders when additional expectations were placed on them by other parts of the school, by nature of the children being boarders.</p>		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
<p>There were no children resident or accommodated at the school who did not attend the school. This Standard was not relevant.</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>The school placed high priority on the supervision of activities. (See also Standard 47). When activities were high risk, the school ensured that any activity centre had qualified staff to carry out these activities with the children. School staff were present to accompany and monitor the well being of the children.</p> <p>The school obtained written permission from parents before a child participated in such an activity. In exceptional circumstances a houseparent might sign a consent form and it is recommended that the school should to obtain legal advice about this.</p> <p>The school had a good system for ensuring that parents notified the school of their contact numbers if they were away from home.</p> <p>The deputy head advised that she read the risk assessment for each major trip before the commencement of the trip.</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**

Boarders had opportunities to visit the town, accompanied by staff, to spend their pocket money at the weekends. (A number expressed the wish to go more often and have larger amounts of money to spend). There were no accounts of involvement in community activities specifically for boarders. There were also no signs of newspapers in the houses but boarders did have access to television. The school gave the information that the librarian was reviewing the provision of a newspaper in the library.

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?

2

Boarders were supervised satisfactorily to meet their ages and needs. The duty rotas showed that house tutors who were teachers, housemothers and gap students were attached to each house, and were employed regularly each week to maintain satisfactory levels of supervision, in addition to that given by the houseparents.

However, there was a problem posed during the weekends when trips were planned, but when not all the boys wished to go. It was not difficult for the girls' house to retain a staff member in the house while another accompanied the girls. This was more difficult for the boys. When there were many boys resident during a weekend, a trip needed two staff to accompany it. But this did not always provide sufficient cover for those who wished or had to stay behind. A number of boys regularly did not go on the trips. The houseparent who was not officially on duty, but was resident, often looked after these boys in the house. This could well contribute to fatigue that could reduce both the quality of care given to boys and its effectiveness. This needed further consideration.

Inspectors heard of good arrangements to cover sickness.

Although staff of both genders staffed the boy's house, the girls' house used only female staff. In view of the very domestic and intimate nature of the setting, and that there was access for girls to staff of both genders during the school day. This was appropriate.

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**

At any time when boarders were away from the main school site they were under supervision of the school staff. Staff guidance for the conduct of organised trips was thorough, but was written for both the Senior and the Preparatory Schools. It did not emphasize sufficiently that the required ratio of staff for younger boarders was higher than for over 11's. Inspectors were told however that this higher ratio was always adhered to in practice, and that staff guidance was being re-written for the Preparatory School by the deputy head.

Discussion took place with regard to parents who assist the school on a voluntary basis and the school's attention is drawn Standard 32.2. It states that staff should be sufficient to supervise the pupils and activities involved, ensure that people not on the school staff or subject to the school's recruitment checks for access to boarders (including the activity instructors) do not have substantial unsupervised access to boarders, and to deal with foreseeable emergencies. It was confirmed that one parent, who was working in the library, had shown the school her current enhanced CRB check.

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**

Boarders could reach either a resident houseparent or a sleeping in house mother during the night, should this be necessary. Inspectors heard from children sleeping in the tops of bunk beds that if a boy were too unwell to go to fetch a staff member safely then another from the dormitory would do so for him.

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**

The 'Boarding Houses, Information and Documentation' manual drew together all of the staff's job descriptions for boarding duties. This was to be used as the primary source for inducting new staff into the boarding routine. Although housemothers were ultimately responsible to the Director of Services, the houseparents and experienced housemother provided the source of induction for new housemothers, house tutors and Gap students. Houseparents would work alongside a new recruit for a few duties until such time as they became familiar with it. Inspectors were concerned that this would place a considerable burden on a houseparent if there were a number of new recruits in a boarding house.

Mention has already been made, under Standard 3, that not all of the housemothers had received an induction into child protection procedures although it had been available to all teaching staff. This needed to be remedied. Gap students received a briefing from the deputy head during the week of the inspection.

There was a system of staff appraisal and review, but there may be difficulties in those situations when a houseparent very rarely worked with a tutor or house mother and had little direct evidence of the quality of relationships with the boarders or skills in organisation. This should be monitored.

There were opportunities for updating boarding practice and for extending it. It was pleasing to hear that one housemother had completed the course on counselling that the counsellor had put on for staff. The Certificate Boarding Education course, which the houseparents of both houses were already half way through, was providing them with opportunities to focus on particular issues within boarding and to introduce developments in practice to the rest of the staff. Inspectors welcomed these training opportunities for house staff.

One spouse was resident on the site but had no role or contact with the children.

Standard 35 (35.1 - 35.4)

All staff with boarding duties were provided with up to date written guidance on the school's boarding policies and practice.

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

As well as the staff handbook for all staff, the 'Boarding Houses' manual (already referred to) provided guidance in boarding practice, which included policies and procedures and compiled information for both boarding houses. Some parts of it focussed more on the boys' house than the girls' house. This needed to be addressed to make the document equally useful to both houses. The girls' house also had a similar guide for a housemother, drawn up by another prior to leaving, which was very useful. Both documents however suffered from being out of date in places.

The 'Boarding Houses' manual was welcomed by inspectors but it needed to include up to date, detailed information on child protection, bullying, complaints and points in Standard 35.4 regarding disciplinary procedures in the event of an allegation. It is essential that any documentation in the houses is full and up to date since housemothers did not necessarily have access to the staff handbook, which applied to teaching staff in particular.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

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

Generally relationships between boarders and staff appeared generally sound. Inspectors encountered some comments that indicated that young people needed to feel that they were liked by staff and treated fairly. They did not report any favouritism, but boys and girls did complain of some 'blanket' punishments.

Standard 37 (37.1 - 37.2)

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

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

Inspectors heard of complaints from girls that their belongings in their drawers were checked without them being present. The boys were less concerned about this and appeared much more confident about what was happening. Good practice would suggest that this should always be done with the girls or boys present at the time.

Staff usually knocked on children's doors, (when there were doors) and this should be an invariable practice. Inspectors heard that some of the boys considered that staff should stand outside the shower areas and check boys off from there, rather than enter the bathroom area itself. This process was not observed on this occasion.

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**

The return that the school sent to CSCI, prior to the inspection about the recruitment of all staff indicated that there had been some gaps in the school's procedure. The process was inspected against a random selection of staff recruitment files. The files were very clearly assembled and confirmed what the Personnel Officer reported to inspectors, that there were omissions in the school's methods, which had not taken on board the most recent requirements of the National Minimum Standards. It was unfortunate that that department had not been made aware of this particular Standard.

The gaps included:

- Making clear in the file that any candidate with more than one surname had been CRB checked under both names,
- Including in the letter to referees a specific question that 'asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misstatement or omission relevant to the suitability of the applicant',
- Evidence that the school had contacted referees directly to verify the reference, and providing a written record of the interview,
- Contact with previous employers, who were not necessarily the most recent employers, who had employed the applicant in work involving vulnerable children or adults to check why the applicant had left,
- Written records by the school that that it had sought and gained satisfactory explanations of any gaps in CVs and
- Offers of appointment to staff needed to be made subject to the satisfactory completion of CRB checks and satisfactory references if all were not received.

There were observed difficulties in gaining a 'certificate of good conduct' for one of the Gap students but there was evidence that personnel had pursued this. Teachers' qualifications were checked and copies were kept and signed on the day that the original was seen. This was good. It was also important to check and keep a record of nursing qualifications and subsequent confirmations that a nurse continued to be a member of the professional association. Inspectors would advise the school that any applicant in a caring role or likely to be in unsupervised contact with children who claimed qualifications not immediately relevant to the post should be invited to have these qualifications checked to ensure that the claims were genuine.

Inspectors were pleased to see that the majority of applicants had been subject to Criminal Records Bureau checks at the enhanced level. The Personnel Officer said that, initially, staff who did not appear to have contact with children as part of their role were checked at the standard level but that the school now chose to err on the side of being more cautious rather than less. Current practice was to require all checks to be at the enhanced level. This was commendable.

The school had only recently become aware that it would need to retain copies of the CRB checks until a CSCI inspector had seen them. A process for doing this will have to be devised.

In view of the gaps in the recruitment procedure, this Standard cannot be regarded as having been met. However the Personnel Officer responsible for the recruitment process reassured inspectors that this situation would be remedied rapidly.

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

Information in the previous section has confirmed that with the exception of the Gap students and some of ancillary staff, the school has sought and gained Criminal Records Bureau checks at the enhanced level for staff appointed since April 2002. In addition there was a good system to ensure that maintenance staff or visiting workers would be accompanied when on the premises. Boarders did not visit their houses during the day. This enabled maintenance to be undertaken without risk to children. The school informed the inspectors that, during a period of major refurbishing and rebuilding, all of the contractor's staff had been CRB checked. This was good practice.

The school used taxi services which they understood had been checked by the local authority/council and the drivers had had CRB enhanced checks.

There was only one staff spouse resident at the end of a boarding house, in separate family accommodation. Inspectors noted that an appropriate CRB check had been undertaken but there was no written agreement, in line with Standard 39.4, that specified the terms of the accommodation, guidance on contact with boarders, or responsibilities for supervising their visitors. This agreement should also specify that the accommodation might be terminated if there were evidence that they were unsuitable to have regular contact with children, and that they should notify an unrelated designated member of staff if they were charged with, or convicted of, any offence. This written agreement needed to be drawn up.

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**

The Headmaster had informed inspectors before the inspection began that the accommodation for boarders differed considerably between the two houses and that there were longer-term plans to address the difficulties which this posed. This was helpful and provided a context for what inspectors saw.

One of the boarding houses, Cobham, for the boys, was built within the main preparatory school building. The most recent development and extension of the teaching areas had moved the entrance of the school to the other side, and the stairs to the boarding house no longer rose from what must have been a busy, main school entrance and reception area. That part of the school had been built in the sixties, had encompassed an open plan approach that inspectors were told, and saw, was a very difficult set of spaces to adapt into more private areas in the boarding house.

The girls' house, Webber, used the second floor of a much older, freestanding building. In other years girls had also had access to the floor below and used some of the rooms there as social areas. This had ceased at the beginning of the autumn term and that floor, with the ground floor, were being used by some of the Sixth Form girls from the Senior School. The two schools did not however share a common entrance to the building.

Webber house was generally clean, light and airy. The furniture was in a reasonable condition, although a few items needed attention: a drawer handle was missing, and one toilet lock was broken. Some carpets were stained and needed professional cleaning. The girls had limited communal hanging space in the dormitories and the linen room and would benefit from additional, ideally individual, hanging space in the dormitories. One light was missing in a bedroom and the wiring was exposed. This needed to be attended to. Generally the property appeared pleasant, warm and was well maintained.

Cobham on the other hand was acknowledged to need refurbishing and, as one parent put it, 'a lick of paint'. The lighting appeared low at first, perhaps because of the use of low energy lighting. Inspectors were not sure how much light was available for reading in bed for those on lower bunks. The bunks for younger boys, and the cabin beds for older ones appeared in a satisfactory condition. Under-bed drawers looked particularly strongly built. There was little hanging space for junior boys' clothes however. The house appeared clean and warm.

A surprising number of boys had complained about it being difficult to sleep in the boys' house. Despite the careful placing of bunks and cabin beds into more intimate room-like groups, inspectors concluded that it was not possible to reduce the extent to which the sound travelled as a result of the open plan nature of the rooms. This did adversely affect some of the boys at night.

The majority of beds in both houses had a wall light or lamp nearby but there were a few beds that did not have this facility.

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?****2**

The boarding accommodation of both houses was reserved for the use of the boarders, although Cobham had no formal, lockable front door. The girls had much greater privacy of space than did the boys, who did not complain much about the potential flow of other boarders into their areas.

Entry to both buildings was by coded keypads at the front doors. Cobham, however, could also be accessed from the new main entrance whose coded pad was not working. For most of day time this area was staffed by a receptionist. But there were some times in the evening when the reception area was no longer staffed before the door was locked with a key. Once the school day was in operation the door was not locked, and at least one parent was heard referring to this. It is essential that this door's lock be attended to.

There was public use of the Senior School swimming pool, but this did not coincide with times when the boarders were likely to use it as well. Of more concern was the public footpath which ran through part of the exit to the school (see Standard 47). There were also difficulties for the girls in moving between the buildings at night, when the site was illuminated but not very brightly.

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?****2**

Although the sleeping accommodation met many of the elements of this Standard, the open plan nature of the boys' dormitories caused difficulties as described in Standards 10 & 40. As indicated already, there were some shortages of hanging space for clothes in both houses.

Standard 43 (43.1 - 43.2)**Suitable facilities for both organised and private study are available to boarders.****Key Findings and Evidence****Standard met?****2**

The Head of Boarding had initiated changes to the routine to ensure that the younger groups' work was monitored and of adequate Standard. If it was not, they could join the prep session in the house where there were suitable work surfaces in the communal rooms. The facilities for the older boys were satisfactory, they could use the desks in their cabin beds or in a classroom earlier in the evening.

Having lost the study space which the girls had had last year to the Senior School, the houseparent had arranged for the girls to use the school library, where there were computers for them to use as well. This facility could not be used on Sundays however, a time when boys still had access to their computer, which caused a sense of some injustice amongst the girls. It also left some girls finishing their prep on the dining table in their house kitchen, or on their beds, because of the lack of studying areas in their rooms.

Consideration should be given to senior girls having desks, a table or cabin beds in their dormitories.

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**

There were sufficient toilet and washing facilities in both the boys' and the girls' boarding houses. The girls expressed concern that the showers did not provide as much privacy as they would have liked. The transparent cubicle doors were partially covered with a plastic film. Inspectors were pleased to note that the houseparent and housemother were already making enquiries about extending the frosting. Consideration could be given to separating the shower and toileting areas, as was done on the floor below. Some of the boys were also critical in their questionnaire responses and 14 commented that the showers were not very private. Inspectors heard that shower curtains could be flicked to check whether a shower was in use, or in fun. These showers would also benefit from fully glazed shower doors.

In the girls' house there were soap and towel dispensers, but in the boys' house bars of soap were still in place in the washbasins. Inspectors appreciated that the central location of the washbasins did not allow for a fixed dispenser. Perhaps domestic type soap dispensers could be provided as an alternative to bars of soap, as good practice in infection control, and attention be given to ensuring that there were hygienic hand drying facilities close to all WC's.

Inspectors were surprised that the two doors leading into the girls' toilet and shower room were both wedged open, whereas the doors to the boys' toilet areas were kept shut. In reply to the questionnaire the girls were more critical of the privacy of the toilets than were the boys. Only 2 girls considered that the toilets had good or reasonable privacy compared with 22 of the boys.

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
Boarders used the main school changing rooms for changing for games or PE during the day. These facilities in the lower school were new and particularly good.		

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
<ul style="list-style-type: none"> Both boys and girls had access to safe recreational areas although, within the boarding houses, boys had more choice of recreational areas than did the girls. They had the large kitchen area with a table and computer, two additional common rooms, a games room and a further storage area where their lockable tuck boxes were kept in locked cupboards. Girls had only their sitting room with a television and video and a kitchen with dining table, which also had shelves for the returned laundry. A new set of television and DVD equipment arrived at the end of the inspection that would enable the kitchen to have a second set. Girls' tuck boxes were kept in their bedrooms. <p>Recreational facilities, such as the sports hall and the swimming pool were available at set times. It was less inviting for girls to go outside their house on cold, dark or wet night. With reduced rooms available to them in their house it was also harder for them to find places where they could be alone.</p> <p>The housemother used her own accommodation for girls to come and see her, whereas in the boys' house, the houseparents themselves had a study which provided a 'mutual space'. Some of the boys' food (pot noodles) were kept there. Staff should be mindful of the possibility of favouritism being perceived by access to these areas, (Standard 46.6). No adverse comments were made however.</p> <p>In good weather the school grounds were used for activities after school and at weekends.</p>		

Standard 47 (47.1 - 47.9)

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

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

Overall indoor and outdoor areas used by boarders were free from hazards but the following needed attention:

- The shortage of sockets led children to bring in multi socket extensions. Therefore there was the potential for risk from trailing flexes. In one of the girls' dormitories there was an overloaded socket that the houseparent agreed to check immediately.
- The metal tuck boxes in the girls dormitories often had open latches and were stored at the end of their beds. This restricted access and legs could easily be damaged and cut.

Inspectors were pleased to see the window restrictors in place and observed no external hazards apart from a reported puddle which the school was aware of. The boarders were always appropriately supervised when using the school buildings and grounds including the sports hall and swimming pool. The boys in particular were fully aware of the bounds.

Inspectors would however hope that the new glass doors in the reception area are carefully monitored to see whether they need additional warning signs at different heights. Inspectors did encounter difficulties.

There is a health and safety policy, there were risk assessments for both houses which differed in style and needed to be dated and signed. Other risk assessments were shown to inspectors and some needed to be developed for the specific activity. The deputy head advised that she read the risk assessment for each major trip before the commencement of the trip.

The management of the school were also very concerned by the existence and use of the public footpath through the grounds and were actively pursuing this issue (Standard 41). This could pose an additional hazard to the girls who had to leave their house for all activities. The inspectors shared the school's concerns.

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?****2**

The health centre had two double, designated, rooms (routinely one room for boys and one for girls) that were used by both the senior and preparatory school day pupils and boarders of all ages. There was also another single room used for various purposes – nurse on duty sleeping in, rest room for a pupil, private meetings with a counsellor.

There was one toilet near the designated rooms and the senior nurse advised that in some situations the staff toilet on another floor was used by pupils. This was unacceptable (See Standards 44.9 and 44.10).

In view of the fact that the Health Centre had to provide services for two schools with well over 1000 pupils, inspectors considered that it was small and recommended monitoring of the number of pupils from both schools using the Health Centre and a review of the facilities.

Standard 49 (49.1 - 49.3)

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

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

The school use the main laundry for the whole site. Also there were washing machines in both houses for immediate needs and delicate articles.

Different groups of children had bed linen or personal clothes washed on specific days. When clothes returned there were spaces in both houses to place clothes before the children concerned collected them. The boarders were happy with the laundry facilities and there were no complaints to inspectors about clothes being muddled or lost.

Girls did however complain about searches for dirty laundry, which was not put out, and this could be better done as a joint activity between staff and children. See also comments made under Standard 37.

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 could obtain stationery from the school shop and some uniform items. Boarding staff also made a point of buying items for boarders if they requested it.

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 did not apply 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
Discussion with the deputy head and exploration of the trips policy assured inspectors that the school staff visited any sites, in this country or abroad, which children would use during a visit. The pupils were too young to go on family exchange visits; consequently the school used only the centres which it had approved.		

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.**

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

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/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 29 November 2004, 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 Peter Lee-Smith of Bromsgrove Preparatory 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>Mr P N Lee-Smith</u>
Signature	<u></u>
Designation	<u>Headmaster</u>
Date	<u>20.11.04</u>

Or

D.3.2 I _____ of Bromsgrove Preparatory 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.

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