

# inspection report

Boarding School

## **Oratory Preparatory School**

Goring Heath

Reading

Berkshire

RG8 7SF

1st and 2nd November 2004

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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



**SCHOOL INFORMATION****Name of School**

The Oratory Preparatory School

**Address**

Goring Heath, Reading, Berkshire, RG8 7SF

**Tel No:**

01189 844511

**Fax No:**

01189 844806

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

The Oratory Preparatory School

**Name of Head**

Mr David Sexon

**CSCI Classification**

Boarding School

**Type of school**

Boarding School

**Date of last boarding welfare inspection**1st and  
2nd May  
2001

Date of Inspection Visit		1st & 2nd November 2004		ID Code
Time of Inspection Visit		09:30 am		
Name of CSCI Inspector	1	Ed Watkinson	083686	
Name of CSCI Inspector	2	Carole Moore	129627	
Name of CSCI Inspector	3			
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		N/A		
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		DAVID SEXON		

**Introduction to Report and Inspection**

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**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**

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**Advisory Recommendations from this inspection**

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**Inspection Methods Used**

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

**Part C: Lay Assessor's Summary (where applicable)**

**Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

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## INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (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 Oratory 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.

The Oratory Preparatory School is located in a rural location on the Oxfordshire/Berkshire border close to Reading.

The Oratory Preparatory School is a co educational boarding and day school for children between the ages of three and thirteen including a pre-prep school; although boarding is only offered from the age of nine.

The school only has a small boarding provision, and at the time of the inspection accommodated 12 boarders on a weekly basis, 12 boarders were full boarders and a further six pupils taking advantage of boarding at the school on a flexible basis.

The large majority of the boarders are boys, with currently only seven girls taking advantage of the boarding option at the school.

The school has historically provided boarding, and recently the management of the school has committed to the continued provision of boarding, and its profile is widening over time at the school.

The school also includes a further 256 pupils who currently do not use the boarding facilities at any time.

There is only one boarding house at the school with 11 dormitories that can accommodate a maximum of 60 boarders. The boarding house is clearly split into girls accommodation and boys accommodation

The boarding accommodation is clean, functional and well maintained.

The boarding house has an excellent staffing structure, with a wide range of staff being available at all times to meet the needs of the boarders.

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

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

- It provides a high level of staffing input into the boarding house.
- The boarding house is well organised and structured.
- The boarders show a good awareness and respect for the boarding rules.
- It provides good pastoral support.
- It manages bullying in a positive manner.
- There is good communication between individuals.
- There are a wide range of people who the boarders feel that they can approach with a problem.
- It provides good medical support.
- It provides a clear, detailed and comprehensive staff handbook.

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

- It should provide a wider range of activities.
- It should improve its recruitment procedures.
- It should ensure that all staff receive child protection training.
- It should ensure completed risk assessments are fit for purpose.



## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection is the first conducted by the Commission for Social Care Inspection (CSCI) under the National Minimum Standards for Boarding Schools.

There are recommendations made within the report that if followed will address the shortfalls noted.

The overall impression gained during the inspection was generally very positive with good relationships noted and an extremely organised and cohesive staff team supporting the boarders.

The boarders were clear regarding all aspects of life within the school, and respected the standards expected.

During the inspection the Inspectors were impressed with the atmosphere of the school, with boarders presenting as enthusiastic and above all happy in their environment.

There is a summary of the results of the boarders' questionnaires attached as an appendix to the report.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

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

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS1	The school should include more information regarding the principles and aims of boarding within information given to parents.	September 2005
2	BS2	The school should make parents and boarders more aware of the specifics of the bullying policy.	September 2005
3	BS3	The school should ensure that: <ul style="list-style-type: none"> <li>• All staff at the school receive training / briefing regarding child protection.</li> <li>• The child protection policy should include the name of a deputy.</li> </ul>	May 2005
4	BS5	The school should include the contact details of CSCI and also state that the CSCI are available to receive complaints regarding the welfare of boarders within its complaints documentation distributed to parents and boarders.	May 2005
5	BS9	The school should develop an individualised 'disaster recovery plan'.	September 2005
6	BS11	The school should review the level, range and planning of activities provided for the boarders in the evening.	May 2005
7	BS13	The school should review the information and support provided to prefects within the boarding house.	May 2005
8	BS16	The school should ensure that boarders who are ill are able to contact staff from bed in the sanatorium.	September 2005
9	BS26	The school should ensure that the fire doors in the kitchen remain closed at all times.	Immediate

10	BS29	The school should ensure that all risk assessments are fit for purpose and proportionate.	May 2005
11	BS38	The school should ensure that recruitment practices are fully compliant with all elements of Standard 38.	May 2005
12	BS38	The school should ensure that all drivers used by the school have undergone appropriate security checks.	May 2005
13	BS40	The school should ensure that: <ul style="list-style-type: none"> <li>• The lighting within the dormitories is fit for purpose.</li> <li>• The windows within the boarding house are an acceptable standard.</li> </ul>	September 2006
14	BS44	The school should ensure that: <ul style="list-style-type: none"> <li>• Toilet and shower doors have appropriate working locks in place.</li> <li>• The temperature and pressure of the water to the showers is reviewed.</li> </ul>	May 2005

#### 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.

	Refer to Standard*	Recommendation
1	BS4	The school should consider the general use of 'lines' as a punishment.
2	BS6	The school should consider clarifying its policies regarding drugs, alcohol and smoking.
3	BS24	The school should consider extending the use of the salad bar to the evening meals.
4	BS44	The school should consider installing more clothes hooks within bathrooms and showers.

\*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
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	01/11/04
Time of Inspection	8.30
Duration of Inspection (hrs.)	31
Number of Inspector Days spent on site	3

**Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.**

**SCHOOL INFORMATION:****AGE RANGE OF BOARDING  
PUPILS****FRO  
M**

9

**TO**

13

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

19

**Girls**

5

**Total**

24

**Number of separate Boarding Houses**

1

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

The 4-point scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
| 3 - Standard Met        | (No Shortfalls)    |
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"0" in the "Standard met" box denotes standard not assessed on this occasion.

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

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

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

### Standard 1 (1.1 – 1.4)

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

#### Key Findings and Evidence

#### Standard met?

2

The school provide a good level of information regarding the school and boarding to parents, prospective parents, boarders and staff.

This information is shared through the use of a detailed prospectus, website, parents' handbook, information on notice boards within the school and regular newsletters.

The school prospectus clearly outlines what can be expected at the school, and the principles underpinning the teaching and pastoral support offered at the school. The main information regarding boarding is included within the parents' handbook with the practicalities regarding boarding being clearly explained and defined, although there is little information regarding the aims, objectives and principles of boarding within the handbook.

The detail within the staffs' Boarding Handbook more clearly defines the principles, aims and objectives of boarding at The Oratory Preparatory.

The information included within the published documentation was seen largely to be reflected within day-to-day practice at 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**

As part of the inspection process a survey of boarders is undertaken and one of the questions relates to bullying. The results of the survey showed that 76.5% of respondents stated that they were never or hardly ever bullied. This figure compares favourably when compared with the national average for similar boarding preparatory schools.

This low level of reported bullying was further confirmed during discussions with the boarders, where it was clearly stated that the issue of bullying was well managed by the school. The boarders also stated that they would consistently report bullying to an appropriate adult, and that they felt confident that the bullying would be effectively addressed.

Within the staff boarding handbook there is a very clear and comprehensive policy statement on bullying that defines bullying, details indicators of bullying and of a bully, actions to discourage bullying and measures to support both the victim and perpetrator.

The boarders and parents do not receive specific information regarding the school's stance on bullying, but more general information regarding behaviour and the generic principle of 'common sense', which link with the school rules.

The headmaster, and other staff, demonstrated an awareness of bullying and stated that they were vigilant in the monitoring of situations, and also stated that they could never be complacent with regard to bullying.

**PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED**

**76.5****%**



**Standard 3 (3.1 – 3.9)**

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

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

The school has an appropriate child protection policy that gives good, clear information about the indicators of abuse and the action to take on the discovery, or disclosure, of an abuse allegation.

This policy is made available to all staff and is included within the staff handbook, and in the more specific boarding handbook.

The policy names the headmaster as the child protection liaison officer, but does not include a named deputy to act in the absence of the headmaster, or if the allegation is concerning the headmaster.

In discussion with staff at the school the given responses to how they would act if abuse was suspected were variable and were largely based upon common sense rather than following policy. All staff interviewed stated that they had not received any specific briefing or training in child protection procedures, apart from being given the policy.

The school has a specific 'whistleblowing' policy included within the boarding handbook that clearly explains the procedure, and protects any staff that act in good faith.

The school has an appropriate policy regarding the action to take if a pupil is noted to be missing from the school.

**Standard 4 (4.1 - 4.7)**

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

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

In discussion with the boarders they felt that the punishments and discipline within the school were largely fair, and that they knew what punishment or reward they could expect to receive with regard to behaviour or action demonstrated; however a number of the boarders did express the view that the giving of 'lines' as a punishment was a 'waste of time', and did not reflect the misdemeanour.

The results of the boarders' survey did contradict slightly with the comments made during discussion groups, with over 20% of boarders in the survey indicating that punishments were unfair. However this small number of boarders within the school could influence results of the survey conducted.

Good, clear information is given in a targeted manner to parents, staff and boarders regarding the discipline structure of the school. The school manages to deliver a discipline structure that is both seen to be clear and precise, but to also offer flexibility and recognises the individual circumstances of each boarder, and what approach will achieve desired results.

The main tenet underpinning life at the school is the need to show respect for others, property and yourself.

The inspectors were of the opinion that certain aspects of life in the boarding house were highly ordered and disciplined, for example the routine of shoe cleaning, and inspection of dormitories every morning by the housemaster. However the systems employed worked, and were accepted by the boarders with the positive aspects of this philosophy appearing to permeate the attitude of the boarders in their wider life at the school.

During the inspection the inspectors were very satisfied with the atmosphere within the school, and were impressed with the general standards of pupil behaviour.

The recording of all punishments given was exemplary, with the housemaster being involved in all disciplinary matters and the headmaster being informed as appropriate.

The boarders stated that there was a clear definition between day school and boarding, and that punishments and attitudes were not transferred between the two.

**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**

The school has complaints policies for both the parents and the boarders, these policies are distributed accordingly, and contain information at the appropriate level for the intended recipient.

The policy for parents is detailed and includes information about the actions taken and process to follow at the various stages of a complaint.

The policies for both the boarders and the parents do not include contact details of the CSCI or that they can raise complaints with the CSCI at any time.

The school takes all complaints very seriously, and the headmaster records any issues that are raised by parents or boarders, and the outcomes from any discussions, whether viewed as a complaint or not.

The headmaster facilitates early communication with parents regarding any issues, and has an open afternoon every week to which parents are free to come and see him.

**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 health education within the school is mainly undertaken within regular school teaching in the form of PSE lessons. The teacher with the responsibility for delivering the PSE education reported that the role was expanding, and more resources were being made available for PSE teaching.

The programme is age appropriate with younger boarders receiving education in life skills, rules and responsibility, self-awareness, animal rights, citizenship and bullying amongst others.

The older boarders receive information regarding drugs, alcohol and relationship education.

There are also some separate lessons provided for the girls in order to promote gender related issues.

The school also use the tutor groups and 'circle time' for the opportunity to discuss issues pertinent to the health of the boarders.

Within the staffs' boarding handbook there is a health promotion policy, this puts emphasis upon the staff being aware of the health needs of boarders and being involved in the proactive promotion and education in a wide range of areas including smoking, diet, sexuality, exercise and drugs.

The school also invites external speakers, and have recently had a police liaison officer visit to discuss drugs and alcohol.

There are currently no specific policies regarding smoking, drugs and alcohol, although some information is included within the parents' handbook about the philosophy of the school regarding the use of illegal drugs. The headmaster stated that in effect the policy is 'zero tolerance' although in discussion it was felt that the school would work with boarders and parents to resolve issues presented in a manner that benefited the child.

**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?****3**

The health records for the boarders were seen to be accurate, detailed and to contain up to date and relevant information regarding the boarder concerned.

The school requests regular updates regarding the health of the boarder from their parents, and any relevant information received is disseminated to the relevant individual or department within the school to allow the needs to be monitored or met as required. This information is only shared on a need to know basis, and as such confidentiality is promoted.

The emergency contact details of all the boarders were clearly noted within the individual record.

## 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
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The school has a clear management structure that all boarding staff are made aware of through the boarding handbook.

The staff team are experienced in boarding and with the procedures at the school; they also communicate well with each other and share best practice and areas of concern.

The housemaster is the individual with the day-to-day management responsibility for the boarding house, and he is very clear regarding the manner in which the house should be run by the house staff. The consistency in practice is promoted through the giving of daily instructions to the house staff on duty and requesting the completion of forms and charts that indicate compliance and issues raised.

The headmaster of the whole school has direct responsibility for the boarding house, and as such is informed and instrumental within all boarding developments. The headmaster is an advocate of the boarding model of education, and as such the boarding provision at The Oratory Preparatory School remains central to its ethos.

**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 currently does not have an individualised 'disaster recovery plan', and as such the actions taken as a result of any 'disaster' would be largely informal, and undertaken on an ad hoc basis, although it is understood that the headmaster would be central to any process.

The school recognise that this is an area for development, and during the inspection made a commitment to develop an appropriate plan.

The school does have an appropriate, organised process to follow in the event of a serious accident at the school (or away from the school) involving children.

**Standard 10 (10.1 - 10.5)**

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

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

3

There is only one boarding house at the school, although it is clearly divided into boys and girls accommodation.

The standard of the accommodation was good, with little difference noted in the standards between the girls and boys facilities, although the girls area of the boarding house did appear more homely but this was mainly as a result of the boarders themselves decorating their dormitories to be more personalised.

There were no inequalities between age or gender regarding the implementation of the principles and practice of boarding, with the boarders reporting that the staff operated in a consistent and equitable manner.

There is not a particularly wide age range of the boarders at the school, with the large majority being within two years of each other. However the school demonstrated an awareness of the issues of age within the boarding house and arranged the dormitories and showering facilities appropriately.

**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 results of the boarders' survey indicated that the boarders were not wholly satisfied with the range of activities outside of teaching time, with only 33.3% of the boarders stating that the range of activities provided was very good, this is compared with the national average of 47.5%. This level of satisfaction was confirmed during the discussion groups with the boarders, with comments being made that indicated that they felt that the range and level of activities provided during their free time in the evenings was poor.

More specifically it was stated that they felt that there was little planning of the activities, and that they centred around using the sports hall for games. This dissatisfaction was particularly noticeable with the girls.

However, the boarders at the school are kept extremely busy with timetabled activities until the end of the main school day at 6pm.

The weekends presented as well run and managed with a variety of activities being provided for the limited numbers of boarders who remain at the school over the weekend.

**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**

The systems for securing boarders' views regarding the boarding provision at the school were good, especially considering the relatively small number of boarders at the school.

The housemaster meets with all the boarders as a group on a weekly basis to discuss issues that are relevant to the boarders. It was reported by the boarders that this forum is effective, and that changes have taken place as a result of raising items in these meetings.

There is also boarder representation on the main school council and on the food committee.



**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?****2**

There is a prefectorial system employed at the school, with a number of Year 8 boarders having the role of boarding house prefect, some of these prefects are also prefects within the whole school or could be prefects attached to a particular main school house.

The prefects are selected by the housemaster based upon their suitability for the role.

In discussion with the prefects it was stated that they do not have a formal induction, 'job description' or meetings to discuss issues and that the role of prefect was largely learnt 'on the job'. They did not see this as a particular problem and felt that they were well equipped to perform their duties, and demonstrated clarity with regard to their role, responsibilities and the limits of their powers.

The privileges for the prefects were seen to be reasonable, with later bedtimes, more tuck and exception from some duties being noted.

The boarders who were not prefects were generally complimentary about the prefects and stated that they were helpful, fair, consistent and did not abuse their powers.

Within the boarding handbook for staff there is information regarding boarding house prefects' responsibilities.

**Standard 14 (14.1 - 14.6)**

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

**Key Findings and Evidence****Standard met?****4**

This is an area of strength at the school.

The boarders' survey indicated that the boarders had a wide range of adults that they felt they could turn to with a problem.

The school doctor, chaplain, house matron and the school nurse all received extremely positive responses from the boarders, with all of the above far exceeding the national average. Most notable was the house matron, with over 75% of boarders saying that they would approach her with a problem, this is particularly commendable as the house matron has only been at the school for a period of seven months.

The direct contact details for the identified independent counsellors were well known at the school, and the boarders reported that they were accessible, effective and approachable.

The school operates an effective tutor system that gives further opportunities for open discussion regarding personal problems or issues.

## 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?

3

The medical treatment and first aid provided at the school was seen to be of a satisfactory standard.

The school employs a school nurse, who has recently completed return to nursing training and is now registered with the NMC, and as such is able to act in the capacity of a qualified nurse. The nurse works at the school for 20 hours per week on a rota basis, but stated that she does work flexibly and meets the needs of the boarders; indeed during the inspection the nurse was seen to be working longer than planned to support an ill boarder in the sanatorium. It was reported that the nurse can be contacted when not on duty for advice, and if she is not available then the emergency services would be contacted.

The nurse is supported by one full time and two part time matrons in the delivery of healthcare at the school.

The school doctor visits the school every Thursday morning to run a surgery for the boarders.

The boarders are either registered with the school doctor, or remain with their family doctor as appropriate, but it was reported that the school doctor would see any boarder as a temporary patient if necessary.

There was good evidence of a holistic approach to healthcare being demonstrated by the school, with good liaison between various health professionals.

The processes surrounding medication within the boarding house were secure, accurate and appropriately recorded.

Within the boarding house staff handbook there is very clear and detailed information regarding health care arrangements and the administration of first aid and medication.

Parental permissions were all in place regarding the giving of medication to their child, and up to date information was provided regarding their health needs.

The information received by the school was disseminated as appropriate, with consideration given to confidentiality.

All health interventions, issues and outcomes were individually recorded within boarder records.

**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?****2**

For the majority of the boarders at the school the families live reasonably close to the school and as such if there were major health concerns, or if the illness warranted very close supervision, the family would be contacted and the boarder return home.

During the inspection the nurse was seen to be with a pupil who was ill, and to offer good support whilst waiting for the parents to collect their son.

The boarders expressed satisfaction with the healthcare facilities at the school, and that the matrons were always available. There is a board outside the matron's room that indicates the whereabouts of all the boarding staff, during the inspection this was seen to be appropriately used and be an accurate record of where staff were at any particular time.

It was reported that if a boarder was ill overnight then the usual procedure would be for the family to be contacted and the boarder would return home. However with the foreign boarders, support would be provided as appropriate to manage the health of the boarder concerned, and if necessary GP or emergency services would be contacted.

The sick bay at the school, which is located within the boarding house, provides four beds for the use of boarders when they are ill.

There were no call facilities from the beds in the sick bay to summon staff in an emergency.

**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**

There is a good awareness at the school of any welfare concerns, and there was good evidence of the school maintaining close family contact and being aware of the needs of individual boarders and planning support as necessary.

As previously stated major health concerns would be supported by the boarder's own family GP, or by the school doctor as appropriate.

It was also noted that contact would be made with more specialist health professionals if necessary, with the close involvement of the family.

The matrons and other house staff demonstrated a sensitive and skilled approach to personal issues presented by the boarders, and during the inspection there was an atmosphere of openness and support between the boarders themselves, and also between boarders and staff.

An example was given of how a potentially serious health condition was identified by staff at the school, how it has been managed and how the information had been shared between the relevant individuals. The inspector was impressed with the management of this situation, and it was felt that the school had acted in a proactive manner to promote the health of the individual concerned.

**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**

During the inspection the Inspectors did not observe any activity that was outwardly or deliberately discriminatory.

All documentation read did not contain any language or sentiment that could be viewed as being discriminatory.

The boarders consistently reported that they were treated fairly, and were not subjected to favouritism or victimisation.

During the inspection it was noted that there was political information held within a file, in a communal area of the boarding house, and the Inspectors questioned the appropriateness of this, as not all pupils may agree with the view it portrayed. This matter was addressed straightaway and the file was removed immediately.

The school has endeavoured to be as inclusive as possible with the Spanish and Chinese boarders, and during the inspection there was seen to be good integration with all boarders being included in activities, discussions and events.

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Parental contact is facilitated by the school.</p> <p>The majority of boarders at the school only board part time and are local to the area and as such contact with families is naturally maintained and is not as great an issue as in larger boarding schools where there is more predominantly full boarding.</p> <p>The majority of boarders have mobile phones that are made available during the evening.</p> <p>There is a public telephone that is private, and that accepts incoming calls. This phone was seen to be well used during the inspection, with one boarder allocated the duty of monitoring the telephone for incoming calls during the evening.</p> <p>The overseas boarders are enabled to maintain contact through the use of telephone charge cards and using the telephone to receive calls from abroad.</p> <p>All the boarders have an individual e-mail address.</p> <p>Any mail is delivered to the boarders unopened.</p> <p>The telephone numbers of Childline and the school's independent counsellors were well publicised throughout the boarding house, and a good level of awareness was demonstrated by the boarders.</p>		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school holds onto cash and other valuables for the children, with no money being held by the boarders, an accurate record is made of all items held, and any transactions made.</p> <p>Boarders tend to have 'tuck' boxes from home, which are lockable cases used for the transportation of belongings between home and school. The boarders reported that they are used for the storage of personal or valuable items.</p>		



<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The induction of new boarders is managed well at the school with good information provided prior to arrival at the school.</p> <p>The Spanish boarders have normally heard about the school through word of mouth, and as such get information about the school in their own language from ex pupils or other parents.</p> <p>The students from the Far East are found through an agency that the school has used for a number of years, and the agency provides information about the school.</p> <p>On arrival the school operates a 'guardian ' system that allocates a senior, experienced boarder to the new boarder in order to familiarise them with the school, processes and what is expected.</p> <p>Within the boarding house there is information on notice boards that provides good information about what can be expected, the boarding house rules, who is on duty etc.</p>		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
This standard is not applicable to The Oratory Preparatory School.		

<b>Standard 23 (23.1 - 23.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The boarding provision is relatively small at the school.</p> <p>The headmaster stated that he was the individual with overall responsibility for the monitoring of the boarding house, and the activities within it.</p> <p>Records were appropriately maintained within the school pertaining to risk assessment, punishments and accidents and the headmaster regularly reviews and contributes to their content.</p> <p>The Inspectors were of the opinion that the headmaster has a good awareness of the boarding house and of the issues presented, and maintained a clear journal of all events and communications undertaken.</p>		

**Standard 24 (24.1 - 24.8)**

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

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

The boarders' survey indicated that the boarders were less satisfied with the food than the national average for other preparatory boarding schools.

The inspectors recognise that the issue of food is an emotive one within schools and that it is very difficult to please all the boarders all the time.

During discussion with the boarders the opinions indicated in the survey were not borne out, with general satisfaction with the quality, quantity and variety of food being relayed to the inspectors.

The inspectors sampled a variety of meals during the inspection and found the quality and variety to be good, with specific credit being due for the quality of the salad bar provided at lunchtime.

There was always a vegetarian option available, and it was stated that the catering staff are particularly flexible and would prepare an individual meal if requested. The catering department provide a wide variety of meals and consider the needs of the overseas boarders in the menu preparation.

The dining room was adequate for the purpose, although was seen to be crowded at lunchtime when the whole school eat during a number of sittings.

The cutlery and crockery were fit for purpose, clean and consistently available.

The length of time queuing for meals was seen to be acceptable, and it was reported that at lunchtime the boarders are allowed to go to the front of the queue.

The staff within the catering department have all received appropriate food hygiene training and there are no outstanding recommendations from the Environmental Health Service.

**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**

There is plentiful drinking water available within the boarding house and in the main school.

The school provides snacks and drinks at appropriate times during the day for the boarders in addition to the main three meals.

Tuck (sweets and other snacks) are not allowed to be brought into the school and cannot be purchased on the school site. However, tuck is distributed by staff on a very limited scale at pre-arranged times.

**Standard 26 (26.1 - 26.5)**

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

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

In discussion with the boarders they demonstrated clarity regarding the actions to take in the event of a fire. There are regular fire drills that take place within the boarding house, and all boarders stated that they had been involved in a recent fire drill.

The school has regular contact with the local fire service and acts upon their advice.

The fire system and equipment at the school is regularly serviced and maintained by external contractors.

During the inspection it was noted that a large number of doors were wedged open, even though it was indicated that they were fire doors. The school stated that this action has been risk assessed and agreed with the local fire service.

The main fire door from the kitchen area was seen to be open during the inspection, and this was seen by the inspectors to be a clear fire risk.

**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

It is felt that this standard is not applicable to The Oratory Preparatory School.

**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

No children, other than boarders, are accommodated at the school, and as such this standard is not applicable.

**Standard 29 (29.1 - 29.6)**

**Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

**Key Findings and Evidence**

**Standard met?**

2

Risk assessments are completed for all trips, visits and activities that occur away from the main school site and also for other events where there is a recognised risk.

Written parental permissions are received for all activities.

The boarders reported that they consistently felt well supported and safe when away from the school site.

The school receives assurances from the places used for residential activities that they have conducted appropriate risk assessments, and that they have the appropriate licences and that the staff employed by the organisation have the relevant training and certificates.

The content of the risk assessments on many occasions was seen to be standardised and ongoing, with the detail of the assessments being similar whether for a day trip or a week's holiday abroad, and in the opinion of the inspectors this approach led to the risk assessments becoming less relevant and instrumental as they could be.

The headmaster receives all risk assessments and agrees to their content prior to the trip taking place.

**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**

The boarders have regular access to television, telephone, newspapers, internet, e-mail and other systems for maintaining contact with the wider world.

The boarders do not leave the school grounds unless pre arranged and accompanied by an appropriate adult.

The flexible nature of the boarding, and the fact that the majority of parents live close to the school ensures that most boarders are not isolated and have ample opportunities to gain information about world events.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.7)

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

#### Key Findings and Evidence

#### Standard met?

3

The housemaster arranges and organises the staffing within the boarding house in a very clear and organised manner, with a detailed duty rota in place that all staff are aware of.

In discussion with the boarders they consistently stated that there were always enough staff available to meet their needs; this was confirmed during the inspection when the inspectors were of the opinion that there were plenty of staff within the boarding house. They were seen to relate well with the boarders and to be available for discussion and to offer friendship, advice and to provide the framework for the expected routines.

During the evening within the boarding house there were eight adults within the boarding house, all of whom were for a proportion of the evening available for the boarders. There was a very positive atmosphere of co-operation, respect and friendship being engendered.

The staffing at the weekends was also at a good level, with a clear rota in place. The boarders reported that there were always enough staff at weekends, and that any planned activities were always able to take place.

**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

If the boarders leave the school site they are always accompanied by a member of staff, and the boarder: staff ratios are of a satisfactory level.

The school does not operate a signing in and out system for the boarders, as the boarders are not allowed to leave the school site and there is only one boarding house.

The school is satisfied that it knows the whereabouts of the boarders and that the boarders are fully compliant with the rules laid down by the School with regard to what areas are out of bounds.

The school has a clear registration process that is completed regularly, and as such it would be quickly noted if any boarder was missing.

There are clear rules surrounding the role of the Gap student at the boarding house.

**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

There were satisfactory levels of staffing overnight within the boarding house, with the boarders stating that they were clear about who was on duty, and how they could be accessed.

Indeed there were ten adults on site within the boarding house during the week, even though not officially on duty they would be available to assist in an emergency.

There is a clear register taken during the evening, and the staff within the boarding house were clear about the number and location of boarders accommodated overnight.

**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?****4**

All boarding staff have detailed job descriptions in place that accurately reflect their specific roles within the boarding house.

These roles are included within the boarding staff handbook, so all staff are aware of the scope of each other's roles, which is beneficial for all concerned with the management and delivery of boarding.

The boarding handbook also includes information regarding the induction of new staff into the boarding environment; this documentation is excellent and in conjunction with other information within the boarding handbook provides a very clear overview of the roles and expectations of staff.

All staff appeared to be clear of who they were responsible to, and there was a process for the supervision and appraisal of staff that highlighted, and gave opportunity for, training and development.

There was also clear information about the supervision of ancillary staff.

**Standard 35 (35.1 - 35.4)**

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

**Key Findings and Evidence****Standard met?****4**

This is to be commended.

The boarding handbook was seen by the inspectors to be an excellent document that provided a wider range of information than recommended by the National Minimum Standards.

The boarding handbook was supplemented by the general staff handbook.

Both documents are given to boarding staff.

There is also a detailed disciplinary / grievance policy in place for staff.



<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>During the inspection the inspectors were impressed by the atmosphere at the school, with positive interaction noted between boarders, boarders and staff and between staff themselves.</p> <p>During the inspection the inspectors were of the opinion that the boarding house was managed on ordered and disciplined lines, with dormitory inspections and shoe cleaning being a daily occurrence. The boarders themselves respected this approach, and did not raise any concerns during discussions or in the survey regarding the manner in which they were treated, or the management of the boarding house.</p> <p>Boarding is a relatively small element of the whole school, but it was seen to be central to the life of the school and not to be viewed as a separate entity.</p>		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The level of supervision within the boarding house was consistently seen to be appropriate, with a good balance being noted between privacy and supervision.</p> <p>The supervision at sensitive times such as bathing, getting up or going to bed was respectful and non-intrusive.</p>		

<b>Standard 38 (38.1 - 38.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The Inspectors sampled recruitment records from a wide range of employment at the school, but focussed on individuals employed since April 1st 2002, as that is the date when new staff had to have a Criminal Records Bureau (CRB) check completed before starting work at the school.</p> <p>The recruitment records were generally well ordered although there were shortfalls regarding elements of the standard namely:</p> <ul style="list-style-type: none"> <li>• At least two written references need to be in place for all staff employed at the school.</li> <li>• Application forms or full CV need to be in place in order that work history can be checked, and any gaps explored.</li> <li>• References provided need to be verified by the school.</li> <li>• CRB disclosures need to contain information from all the relevant bodies.</li> </ul> <p>The headmaster oversees the records regarding recruitment, and he demonstrated a good level of awareness of the processes and the expectations regarding the recruitment of staff.</p>		

<b>Standard 39 (39.1 - 39.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>All ancillary, maintenance and cleaning staff have completed a CRB check before working unsupervised with children.</p> <p>Contractors working at the school site are all supervised, and do not access the boarders' accommodation when they are present.</p> <p>The school has a clear process for the signing in of visitors, and there is clear information within the boarding staff handbook regarding the process of supervising visitors to the boarding house.</p> <p>The school has not sought assurances from all taxi companies providing transport for the boarders that the drivers have undergone the appropriate security checks.</p>		

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 40 (40.1 - 40.8)

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

#### Key Findings and Evidence

#### Standard met?

2

There is only one boarding house at the school, although it is clearly split into two separate sleeping areas for the boys and the girls.

The standard of decoration and facilities within the boarding houses was satisfactory.

The boarding areas were seen to be extremely clean throughout the inspection, with the boarders taking responsibility for maintaining their own environment.

The dormitories were all seen to be well ventilated, light and airy, although the windows throughout the boarding house were seen to be in need of refurbishment, and in one case one of the window panes was completely missing allowing the dormitory to be exposed to the elements.

The lighting within the dormitories was seen to be harsh, and uninviting with strip ceiling lighting being the only artificial light within the dormitories.

The dormitories all had central heating, although the boarders did report some inconsistency with the temperature in the dormitories, with some reporting being too hot and others reporting that the dormitories were cold.

**Standard 41 (41.1 - 41.8)**

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

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

The boarding house was seen to be secure with clear measures in place to ensure that access was limited.

The school is in a rural location and as such issues with intruders or uninvited individuals being on school grounds are minimal; however there is a clear 'lockdown' process that is followed by boarding staff to promote the security of the site overnight.

There is good security lighting at the school, especially around the boarding house.

The boarders reported that the dormitories were for the sole use of the boarders, with only people invited allowed to access their space.

The school is very clear that the public do not use facilities when boarders are present.

**Standard 42 (42.1 - 42.14)**

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

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

The sleeping accommodation is generally of suitable size for the number of boarders, with adequate space for the boarders, with some dormitories being empty. However one dormitory was seen to present as being a little cramped, with little space between beds.

The numbers of boarders staying overnight is known in advance for the term, and the boarders generally stay in the same bed for each of their stays.

The dormitories are appropriately separated by age group.

The dormitories themselves are rarely used during the day, as the boarders are at the main school site involved in teaching or other activities.

The dormitories were clean and well organised, although the boys' dormitories did appear to be sparsely decorated and did not appear to be homely. The girls' dormitories presented as being more homely and personalised.

The dormitories can be personalised with appropriate posters and other items.

The system for the changing of the bedding was clearly understood by the boarders, and worked well.

The boys in particular had limited storage space for belongings, with very few wardrobes or chests of drawers available, and they used a separate room for the storage of clothing. The boys were generally satisfied with this arrangement.

**Standard 43 (43.1 - 43.2)**

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

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

The dormitories do not include facilities for private study; however the boarders use the main school facilities for the completion of prep or other studies.

**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**

The results of the boarders' survey indicated a high level of satisfaction with both the toilet and bathroom privacy. Indeed 83.3% of the boarders stated that the bathroom privacy was average or better, and 87.5% of boarders stated that the toilet privacy was average or better.

There were sufficient numbers of toilets and bathrooms available within the boarding house, with the boys stating that they appreciated the number of baths available for their use.

The facilities were seen to be in an appropriate location within the boarding house, with easy access to all facilities and with separate provision for the boys and the girls.

The boarders state that they were able to have a shower or bath when they wished, and there was no undue queuing for the facilities.

In discussion with the boarders the boys reported that the main showers were sensitive to both temperature and power, and they also expressed dissatisfaction with the drainage in the showers.

The boarders also stated that they would appreciate more hooks within the bathrooms to allow clothes to be hung up whilst showering.

During the inspection it was noted that there was a toilet door and a bathroom door that did not lock appropriately.

**Standard 45 (45.1 - 45.3)**

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

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

The boarders use the main school changing facilities during the day.

The changing rooms were seen to be clean, modern and reasonably spacious, however the boys did express dissatisfaction with the communal nature of the showering facilities.

The girls' facilities were seen to be of a very good standard with individual showers.

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school provides good recreational space within the school.</p> <p>During free time the boarders have access to a wide and varied range of recreational areas. These areas were seen to be safe and appropriately supervised by staff.</p> <p>The grounds of the school are used by the boarders during the summer months, but are restricted to the indoor areas when it is dark.</p>		

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The boarding house and the school grounds were largely seen by the inspectors to present a safe environment for the boarders, with good maintenance procedures and systems to highlight areas of potential risk.</p> <p>The restrictor bars on the windows were in the opinion of the inspector too low and there remained a possibility of the boarders being able to accidentally fall out of the windows.</p> <p>The school has a health and safety officer, and an associated policy that is currently under review.</p> <p>The boarders were clear regarding which areas were out of bounds, and in discussion with the boarders it was evident that the boundaries were respected.</p> <p>The swimming pool was kept secure and there was clear signage indicating when the pool could be used, and the restrictions to its use.</p>		

<b>Standard 48 (48.1 – 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Please also see Standard 16.</p> <p>The school has a sick bay with four beds located within the main hub of the boarding house, next to the matron's office.</p> <p>This facility was seen to be of a good standard and wholly met the needs of any boarder who became ill whilst boarding at the school.</p> <p>However there was no separate provision for boys and girls.</p>		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The laundry facilities were seen to be satisfactory for the boarders.</p> <p>The boarders were clear about the laundry systems and processes used at the boarding house and reported no problems with its operation.</p>		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has a shop for the purchase of uniforms.</p> <p>Minor personal items and toiletries can be purchased from the matron within the boarding house.</p>		

<b>Standard 51 (51.1 - 51.11)</b> <b>Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>This standard is not applicable as The Oratory Preparatory School does not provide any lodgings for its boarders.</p>		



**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**

During the inspection the inspectors discussed with boarders how they were supported and the accommodation provided during trips away from the school.

The boarders spoke positively about their experiences and activities away from school and the way that they had been organised by the School, and raised no concerns regarding their welfare when away from the School.

The School owns a property that it regularly uses in France, the use of this facility is appropriately risk assessed and there is an up to date health and safety audit in place.

Parental permissions are sought prior to any boarder going on trips, and appropriate information is provided regarding the visit, and what can be expected.

All trips are risk assessed prior to departure, and assurances are received regarding the quality and suitability of the accommodation and facilities.

**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)**

<b>Lay Assessor</b>	<u>Not applicable</u>	<b>Signature</b>	<u></u>
<b>Date</b>	<u></u>		<u></u>
<b>Lead Inspector</b>	<u>Ed Watkinson</u>	<b>Signature</b>	<u></u>
<b>Date</b>	<u>22/11/04</u>		<u></u>
<b>Second Inspector</b>	<u>Carole Moore</u>	<b>Signature</b>	<u></u>
<b>Date</b>	<u>25/11/04</u>		<u></u>
<b>Regulation Manager</b>	<u>Christopher Hastings</u>	<b>Signature</b>	<u></u>
<b>Date</b>	<u>25.11.2004</u>		<u></u>
<b>Boarding Sector Professional Inspector</b>	<u>Not applicable</u>	<b>Signature</b>	<u></u>
<b>Date</b>	<u></u>		

## PART D

## HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on the 1st and 2nd November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"I am very happy with the report on the boarding provision at The Oratory Preparatory School. The findings are fair and accurate.

I would like to thank the two inspectors responsible for the inspection of the school, Mr. Ed Watkinson and Mrs. Carole Moore. At all times they were courteous and considerate and they carried out their duties in an unobtrusive way".

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

Amendments to the report were necessary

☐ YES

Comments were received from the Head

☐ YES

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

☐ YES

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

☐**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****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

☐ NO

Head has declined to provide an action plan

☐ NO

Other:

☐ NO

### D.3 HEAD'S AGREEMENT

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

D.3.1 I .....of .....confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the 1st and 2nd November 2004 and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>DAVID SEXON</u>
Signature	<u></u>
Designation	<u>HEADMASTER</u>
Date	<u>01.12.04</u>

Or

D.3.2 I .....of .....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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