

inspection report

Boarding School

Slindon College

Slindon House

Slindon

Arundel

West Sussex

BN18 0RH

8th 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

Slindon College

Address

Slindon College, Slindon House, Slindon, Arundel, West
Sussex, BN18 0RH

Tel No:

01243 814320

Fax No:

01243 814702

Email Address

registrar@slindoncollege.fsn
et.co.uk

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

Slindon College Ltd

Name of Head

Mr Ian Graham

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

7/10/2003

Date of Inspection Visit		8th November 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Mrs G Davis	076990
Name of CSCI Inspector	2	Mrs V. Khan	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs A. Tear	
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 IAN GRAHAM	

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Slindon College.

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.

Slindon College is an independent boarding school for boys accommodating, at present, 44 pupils. The majority of the boarders are weekly boarders with a small number of full boarders. There are also 40 day pupils attending the school.

The boarding accommodation is organised into junior and senior years, both being accommodated in the main house.

The school occupies a Grade 2 listed building, which is owned by the National Trust.

Situated in a beautiful traditional Sussex village in the heart of a designated area of outstanding beauty the school grounds themselves offer an attractive environment for the boys to play in. There are also hard tennis courts and an outdoor swimming pool.

There is parking available set in an unobtrusive manner.

The school is situated approximately five miles from Chichester and Barnham, which both have main line stations.

The Headmaster Mr Ian Graham, who is supported by two Deputies, runs the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

1. The Staff Team was integrated, with no 'them and us'. All staff members felt valued by both the pastoral and academic staff and the inspectors considered that it was a culture that stemmed from the Headmaster and Senior Management Team and was cascaded down.
2. Excellent pupil/staff relationships with opportunities for open dialogue available to all pupils.
3. Demonstrable knowledge of each individual child's emotional, academic and social needs by all staff members.
4. Good child protection policies and procedures including staff training.
5. A comprehensive activities programme was available with access to excellent leisure opportunities both within school time and free time.
6. Generous staff to children ratio in the evenings.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

1. A statement of the school's boarding principles and practice should be available to parents, boarders and staff members.
2. Attention should be paid to some aspects of the physical environment for the boarding accommodation, in particular the junior common room and snooker room.
3. Attention to detail regarding written records of interviews and evidence of qualifications should be maintained on all staff records.
4. All policies and procedures should be regularly reviewed, and up to date information regarding any change to legislation added. e.g. inclusion of details of how to contact the Commission for Social Care Inspection in the complaint procedure for parents of boarders.
5. Risk assessments should be undertaken on all hazardous areas including the surrounding grounds.
6. All records should be monitored on a regular basis.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection was undertaken over three days by three inspectors from the Commission for Social Care Inspection. This was the first inspection undertaken by the Commission for Social Care Inspection, when the school was inspected according to the National Minimum Standards For Boarding Schools.

There are five recommended actions and a small number of advisory recommendations made within the main body of the report resulting from this inspection. A short list of minor issues was given to the headmaster by the inspectors at the time of inspection.

The school has met forty four of the fifty-two National Minimum Standards For Boarding Schools in full, has minor shortfalls in five and has exceeded the standard in three. Three standards were not applicable to this establishment. Some of the shortfalls were already being addressed.

The school provides learning support within a small school environment and has particular success with children with special learning needs such as dyslexia and Attention Deficit Hyperactivity Disorder. The inspectors were able to observe the interaction between staff members and pupils and track the progress that had been achieved by some of the pupils during their stay at Slindon College through talking to the pupils themselves and reading various records.

The Headmaster and his staff team, both day and boarding, appeared to be cohesive, committed, hard working and skilful, with the children's interests at the heart of all they did.

Welfare and Policies.

The school has a number of documents which contain elements of a statement of boarding and which are a true reflection of the ethos of the school. However these need to be pulled together into a comprehensive statement of boarding principles and practice reflecting current practice and made available to staff members, parents and pupils.

There was relatively no bullying reported, with policies and procedures regarding this matter in place to assist both pupils, parents and staff members.

There was appropriate training in place regarding Child Protection for all staff members.

In general the school has all necessary policies and procedures as recommended by the National Minimum Standards.

Organisation and Management.

The Headmaster and his team are investing time and commitment in developing the provision of boarding, the rewards of this are visible and the inspectors noted no concern that this will not continue.

The Headmaster gives clear leadership and staff members and the majority of pupils feel that he and other senior members of the management team are accessible, approachable and supportive.

It is intended to introduce some more structure to administrative systems. A comprehensive crises management plan is currently being written.

Welfare Support to Boarders.

The school provides good welfare support to pupils. There are a number of avenues for pupils to access support including the introduction of external specialist support. The inspectors noted that the food provision was of a reasonable standard. Attention is paid to all Health and Safety issues and the pupils demonstrated a good knowledge of emergency procedures.

Staff.

Staff members appeared to be committed to their duties in the boarding sector of the school. Increased staffing levels provide a good level of appropriate supervision of the boarders. Some boarding staff expressed interest in training opportunities appropriate to the roles undertaken.

A more robust system for the recruitment and compilation of staff records is being introduced in line with the National Minimum Standards.

Premises.

There are some areas in the Boarding House, which are in need of redecoration and refurbishment and a development plan for 2004/7 has been drawn up to address some of these. It is acknowledged that constraints due to the fact that the school is situated in a listed building prevent major changes to the fabric of the building thus limiting what can be achieved.

Some areas are in need of risk assessment.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS1	A suitable statement of boarding principles and practice should be available for staff, parents and pupils.	Action Plan required
2	BS5	A central record book of any complaints received should be maintained to ensure that all issues are addressed satisfactorily.	1/12/04
3	BS23	Regular monitoring of all records should take place to enable the headmaster to identify trends and the possible need for review or change in relevant welfare provision.	1/12/04
4	BS38	The recruitment procedure should ensure that new staff members do not start work at the school until the satisfactory completion of CRB checks have been received.	1/12/04
5	BS39	Written agreements need to be put in place between the school and any adult not employed by the school but living in the same building as boarding accommodation (for example adult members of staff households).	1/12/04

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

*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	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	NO
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
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	NA
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	08/11/04
Time of Inspection	08.30
Duration of Inspection (hrs.)	88
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**

10

TO

16

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

44

Girls

X

Total

44

Number of separate Boarding Houses

X

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) |
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"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 has a number of documents that reflect the current ethos and boarding practice of the school but not a single statement of the school's boarding principles and practices containing the information required by standard 1.2.

The inspectors recommended that a suitable statement of boarding principles and practice should be included within the handbooks for boarders, parents and boarding staff.

The inspectors also advised that a more comprehensive statement regarding the schools boarding principles and practice was included in the school's prospectus.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

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

Slindon College has an effective policy on countering bullying. The handbook for parents contain some references to bullying, and boarders' have an accessible and simple policy in the daybook. However the inspectors considered that a clear policy with time scales and information regarding whom to contact should be included in both the parent handbook and the handbook for boarders.

A separate anti-bullying policy for staff members is also available.

The policy for staff members contains a definition of bullying and describes the main types of bullying as well as advice on how to counter or deal with it if identified.

Feedback from pupils and staff indicated that there were no initiation ceremonies.

Through pupil questionnaires, which all pupils chose to participate in, 55% said they were never bullied, 15% hardly ever, 20% sometimes, 10% all the time. For those pupils that stated they were being bullied 10% identified those pupils of a similar age were the perpetrators, 5% adults, 5% older pupils, 5% prefects, 5% someone else. These figures were taken from the analysis of the whole school survey.

All pupils spoken with and surveyed did not perceive bullying as a problem within the school.

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?****3**

Slindon College has an appropriate policy on child protection and response to allegations or suspicions of abuse. This appears consistent with the Local Area Child Protection Committee and a copy of the West Sussex procedures is held by the headmaster who is the designated member of staff who takes the child protection lead. The school employs the services of a consultant who ensures that practice is updated as needed and who offers support and advice as required.

In discussion with the headmaster the inspectors were satisfied that appropriate action would be taken if an incident of a child protection nature were reported.

All staff members interviewed stated that they had received some form of child protection training and most had attended an Inset training day the previous year.

Prefects are provided with child protection awareness training that is appropriately pitched to their age. GAP students are also provided with training before they commence their work at the school.

There has been no recent child protection issues reported, however there is an appropriate book available in which to record any issues should they arise.

There is a policy in place with regard to reporting any boarder missing from school.

The inspectors advised that a policy with regard to carrying out searches should be in place.

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**

Slindon does have a fair and appropriate policy on behaviour, discipline and use of sanctions. This is known to boarders, staff and parents and the Code of Conduct is set out in the Handbooks for Boarders and Staff.

Any sanctions given are recorded on slips, which are collated by a senior member of staff designated as Director of Administration and Discipline (DAD). They have responsibility for the discipline policy, which is based on the principles of rewarding and encouraging good behaviour and imposing sanctions on behaviour which steps outside the code of practice and/or school rules. The house staff members retain a 'guided autonomy' that attempts to dovetail that used by the College as a whole yet incorporates familial levels of trust.

It was recommended that a separate log was maintained to record sanctions given, monitored by the Headmaster on a regular basis - although the inspectors were aware that the Headmaster and the DAD met on a weekly basis to discuss any sanctions that had been given.

Standards of behaviour of the pupils in the school during the inspection were noted to be high with the pupils acting in a friendly, polite and cooperative way. Through pupil questionnaires 45% highlighted that most sanctions were mostly fair, 25% always fair, 22% almost always fair 5% often unfair and 3% always unfair. Again these figures are extracted from the whole school survey results.

No information came to light during the course of the inspection to suggest that the school operated any unacceptable, excessive or idiosyncratic punishments.

The disciplinary powers of Prefects are clearly defined; no information was brought to the attention of the inspectors to suggest that this was abused.

Use of restraint was not an issue however the inspectors advised that there should be a policy and relevant training for staff members to ensure appropriate action on the rare times that it occurred.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The school has a complaints procedure for staff, parents and pupils. A copy of the procedure is included in the Daybook for pupils and mentioned in the parents' handbook. The inspectors advised that a copy of the full complaints procedure should be provided in the parents' handbook.</p> <p>The full procedure identifies the means for parents/pupils and staff members to raise complaints or concerns through informal and formal avenues.</p> <p>There had been no recent complaint.</p> <p>The inspector recommended that a central record book of any complaints received be maintained to ensure that all issues are addressed satisfactorily.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		X

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>There are policies and procedures in place to counter major risks to health.</p> <p>Personal, social and health education is delivered through a structured age related programme in the academic side of the school. The boarding house and the medical centre staff, including the General Practitioner, reinforce this.</p> <p>The school's response to the use of alcohol, smoking and illegal substance use by any pupil is clearly stated in all the handbooks including the handbook for parents.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>The medical centre keeps records on individual pupils health needs. Relevant information is passed onto boarding staff, for example allergies and drug reactions.</p> <p>Records identify the person with parental responsibility for each boarder together with emergency contact details.</p> <p>The inspectors viewed records that were being stored appropriately, in order to protect the confidentiality of personal information.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

4

In the Boarding House there are clear lines of accountability. There is a Senior Housemaster who reports directly to the Headmaster. He is supported by the Matron, Housemistress and House Tutors. It was noted by the inspectors that the ethos and values of the Headmaster were embodied in the practice of the boarding house staff.

It appeared that there was a close working relationship between those members of staff. Senior boarding staff members have an adequate level of training to carry out their boarding responsibilities.

Regular weekly meetings between the Head of Boarding, Deputy Head and Housemistress also occur.

There is a regular appraisal and performance management system.

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 is currently writing a comprehensive Crises Management plan, which will cover all aspects of the school's activities including the boarding provision.

Standard 10 (10.1 - 10.5)

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

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

The boarding provision within the school is within the main house and is based within one unit. The facilities are maintained to a satisfactory standard and none of the boys have significantly poorer provision.

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?****3**

The school offers an excellent and diverse range of activities to boarders and day pupils outside teaching time. e.g. archery - drama – fencing etc.

Weekend outings are arranged for the smaller number of full boarders staying behind.

Due to the rural location of the school it is very difficult to visit any area other than the local village, as there are no forms of transport available other than taxis.

The school has recently been connected to the Broadband Network and Internet access, controlled by a filter system, has been problematic and only just become available for the boarders. This has been a source of frustration for the boys, however careful monitoring and safeguards to counter the risk of access to inappropriate material was considered essential by the inspectors.

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**

There are formal opportunities for boarders to express views on the operation of the boarding provision via the boarding house meetings and the school council meetings, which meets at least once per term to air concerns and discuss suggestions as to how school and boarding practice can be improved.

Feedback on the outcomes of the council meetings is given to the pupils in the form of minutes and verbal feedback from the Headmaster.

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?****4**

The school has a prefect system in place.

Prefects are well supervised by a nominated teacher. The inspectors saw or heard of no abuse of their status. The duties and responsibilities of prefects are clearly stated in writing to those appointed.

Prefects are given an induction into their role on appointment, which includes how to contribute to the school's anti-bullying practice and how to respond to allegations of serious bullying and abuse.

Standard 14 (14.1 - 14.6)

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

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

On joining the boarding house a new boarder is assigned a buddy; who will look after the new boy for the first few weeks. There are many adults or senior pupils to whom a boarder can turn to for personal guidance or support with a personal problem including; Headmaster, Housemaster, Housemistress, House tutors, Prefects, Matron, General Practitioner and Independent Counsellor. It was noted that all notice boards contained information regarding how to access the counsellor and all of the pupils spoken to were aware of the counsellors and their role.

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**

All boarders are registered with the School Medical Officer, who is a local GP, who will come into the school as required. Students can also choose to see the doctor at the local surgery.

All records relating to the boys are securely stored in a locked cabinet.

Matron is not a Registered Nurse, but was noted by the inspectors to have a good understanding of the boarders' health needs.

Medication is stored in a locked cabinet in the medical room.

Records of administration are satisfactory but do need to contain the reason why medication has been given.

The school has a system in place to record all significant illnesses, accidents or injuries to boarders.

A written protocol should be implemented that addresses the provision of non-prescription 'household' medicines to boarders.

The school has in place a medical information sheet for each pupil. The form needs to be extended to cover all issues of the administration of first aid and appropriate non-prescription medication to boarders, and to seek medical, dental or optical treatment when required.

Standard 16 (16.1 - 16.3)

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

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

The school has satisfactory sick bay facilities. The room is within the clinic in the boarding house. Matron told the inspectors that she would stay in the clinic to monitor any students using the room. On-call cover is provided at all times. The inspectors were advised that boarders could also be cared for in their own rooms if appropriate.

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 school does not have Welfare Plans, but any personal issues are included in the Individual Education Plans.</p> <p>Boarders undergoing times of personal stress are suitably supported and help accessed from professional agencies as necessary.</p> <p>The inspectors saw documentary evidence that the school has links with outside professional services to which boarders can be referred as appropriate.</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>The inspectors saw or heard no evidence of inappropriate discrimination on the grounds of disability, race, religion, linguistic background, sexual orientation or cultural background.</p> <p>The school has an equal opportunities policy and documents demonstrate a commitment to equal opportunities.</p> <p>Opportunities to worship in private for those non-Christian pupils are made if required.</p> <p>Adequate provision should be made for special dietary needs due to religious or cultural background and the kitchen staff members should be alerted to those children that require special arrangements to be made.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are encouraged to write letters and to receive letters from home.</p> <p>Some boarders told the inspectors that they would like to be able to send and receive e-mails. This was discussed with the Head, who confirmed that this was in progress.</p> <p>If the school had any significant welfare concerns parents would be contacted.</p> <p>The inspectors noted that boarders are able to contact family by telephone in private at reasonable times without having to seek permission from, or inform staff.</p> <p>Notices were displayed with one or more help lines or outside contact numbers to ring in case of problems or distress.</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>The inspectors noted that records of pocket money received and issued are maintained.</p> <p>Boarders are discouraged from bringing valuable items into the school.</p> <p>Each boarder has a lockable drawer and/or cupboard in which to keep personal possessions.</p> <p>The dorms used by older boarders are kept locked with keys issued.</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?	3
<p>The school has a policy on the induction of new pupils.</p> <p>Boarders' handbooks are issued to new children and they are helped to settle in by a more experienced boarder.</p> <p>Inspectors noted the school's sensitive approach to the induction of new boarders.</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
Not applicable to this school.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	2
<p>The Headmaster and Director of Administration and Discipline meet on a weekly basis to monitor school's record of sanctions.</p> <p>There were risk assessments in place, however the inspectors advised that they should be reviewed on a regular basis and expanded to include all areas of possible risk to both pupils and visitors alike.</p> <p>The inspectors were unable to evidence that there had been regular monitoring of all records and the inspectors recommended that separate books to record sanctions, complaints and accidents should be set up to enable the headmaster to identify trends and the possible need for review or change in relevant welfare provision.</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 inspectors reviewed the menus and sampled five of the meals provided to boarders.

The school offers choices of food at every meal and boarders were complimentary about the food provided.

There is sufficient time at mealtimes for boarders to finish their meals.

Staff members involved in preparing food have been trained in food handling and hygiene.

The cook confirmed that there are no outstanding requirements from the Environmental Health Department's inspection.

The cook in consultation with matron and the food technology teacher devises menus.

Care needs to be taken that the kitchen staff members are informed of all special dietary, medical or religious needs.

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**

Inspectors noted that water fountains are located around the school.

The inspectors learned that the provision of snacks to boarders in the evenings was inconsistent. This was brought to the attention of the Head, who immediately rectified this issue.

A tuck shop is open to all pupils at break times and a vending machine sells healthy snacks and drinks.

Standard 26 (26.1 - 26.5)
Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence	Standard met?	3
<p>Interviews with boarders indicated that they knew emergency procedures.</p> <p>Records indicated that fire drills were performed each term.</p> <p>Fire extinguishers and other equipment was seen to be regularly maintained.</p> <p>No issues have arisen from the most recent Fire Service Inspection.</p>		

Standard 27 (27.1 - 27.3)
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	3
<p>The inspectors saw or heard of no onerous demands placed on the boarders during this inspection.</p> <p>All boarders have free time each day according to age.</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>This standard was not applicable to the school.</p>		

Standard 29 (29.1 - 29.6)

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

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

Inspectors were able to examine a file of risk assessments for a variety of activities.

Parental permission for participation in all activities had been obtained.

It was confirmed by the Headmaster that all personnel used as instructors were appropriately qualified and all security checks had been carried out.

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 have access to newspapers and television and will have controlled access to the internet.

Due to the relative isolation of the school any visits to any local facilities or places of interest outside the school would be in a controlled manner, using the schools minibus for transport. Only those of the upper age group are able to leave the site after gaining permission from the duty Housemaster/mistress.

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

A written staff rota was not available, but the inspectors were given details of the rota, which indicated that there were sufficient numbers of staff on supervision duty in the boarding house outside school hours, including increased numbers of House Tutors, and a GAP student. There were no formal arrangements in place for boarding house cover in cases of unexpected absence of the member of staff on rota.

The inspectors considered that the arrangements made for the reception of younger boarders returning from weekend leave should be reviewed, and an appropriate risk assessment carried out.

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
<p>Written parental permission must be obtained prior to participation in any activities off site.</p> <p>All trips are risk assessed and are appropriately staffed. Only accredited centres would be used.</p> <p>A member of staff is on duty at all times as well as either the Headmaster on call.</p> <p>There was a policy regarding action to be taken if a pupil is missing.</p>		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>The school has a well-organised staffing system for night- time staff cover. Boarders have a satisfactory means of contacting staff at night.</p> <p>Due to the family style boarding practice all staff know who is sleeping in the boarding house each night.</p>		

Standard 34 (34.1 - 34.7)

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

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

The inspectors spoke to all staff members who have a role within the boarding houses and they confirmed that they all had job descriptions that reflected their duties and responsibilities. All spoken to confirmed that they had received induction training which included child protection training and considered that they had been appropriately prepared for the job they had undertaken.

There is a formal staff appraisal and supervision system in place.

All staff members' interviewed were clear about the line of accountability in the boarding houses and school.

There was a stated interest in opportunities for training and updating practice.

The inspectors advised that non-employed adults living in the boarding accommodation should be provided with written agreements. These should specify the terms of their accommodation; give guidance on contact with boarders and their responsibility to supervise their visitors.

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?****3**

Slindon has a Staff Boarding House Handbook as well as a whole School Staff Handbook.

These provide up to date written guidance on the school's policies and practice and are used as a reference point by staff. Induction of staff members includes shadowing staff already in place and studying information in the staff handbook.

The inspectors advised that the handbook for boarding staff members should contain information regarding the staff rota, emergency arrangements, and policies and procedures in line with standard 35.3 of the National Minimum Standards.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>The pupil feedback indicated that there was a positive relationship between staff members and pupils. The inspectors were impressed with the degree of knowledge and understanding of each individual child's needs possessed by each member of staff and were able to observe the excellent relationships that the boarding staff had built with the boarders. The inspectors saw no evidence of inappropriate favouritism or antipathy towards individuals or groups during this inspection.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Boarders did not raise any concerns in this area. They thought appropriate monitoring and patrolling was carried out, with no inappropriate intrusions.</p> <p>The pupil survey revealed that 70% of the boys considered the bathrooms very or reasonably private 15% just about private and 15% not very or no privacy.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The inspector who reviewed the staff files at the school found them to contain a variance of information.</p> <p>The recruitment procedure needs to ensure that new staff members do not start work at the school until the satisfactory completion of CRB checks have been received.</p> <p>The school employs one Gap Student and the school confirmed that the appropriate checks were undertaken, but the Australian police check was not kept on record.</p> <p>The Gap Student does not undertake any duties within the boarding dorms and does not undertake any responsibilities without supervision.</p>		

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**

The school ensures that all adults visiting boarding accommodation do not have access to the children without being supervised by an adult employed by the school. All visitors to the school are signed in and provided with a name badge.

The Head confirmed that all ancillary staff had been CRB checked.

The school needs to ensure that the taxi drivers used by the school have been CRB checked, as there was some confusion over this.

Written agreements need to be put in place between the school and any adult not employed by the school but living in the same building as boarding accommodation (for example adult members of staff households).

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

There is a senior common room, a junior common room and a games room.

The inspectors noted the standard of décor and furnishings in the junior common room to be rather poor although most of the dormitories had been recently refurbished.

The accommodation was appropriately lit, heated and ventilated.

The inspectors were informed that there is a rolling programme of refurbishment. However, some areas of the boarding accommodation are in need of refurbishment earlier than other areas.

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 dormitories in the boarding accommodation are reserved for the use of boarders however the senior day pupils use the senior sitting room throughout the day. The boarders confirmed with the inspectors that they did not like this situation and that on occasion it caused some problems. The inspectors considered that this was unacceptable and that the boarders accommodation should be reserved for the exclusive use of boarders in line with standard 41.3 of the National Minimum Standards.

Visitors to the Boarding House must register with front office between the hours of 8am and 7pm and are issued with a Visitor's Badge, which must be worn at all times when on the school premises.

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 dorms are in the process of being refurbished and the inspectors learned that the school intends to replace all of the beds in the boarding accommodation. Boys are encouraged to supply their own Duvets.

The boys are able to personalise their bed spaces or rooms with posters, pictures and photographs. Dormitory spaces and rooms are chosen with guidance of the house staff.

There is adequate storage space for boarders clothing and property.

Staff accommodation is located within the boarding house but is separate from the boarders sleeping accommodation.

Some carpets were noted to need replacing and the inspectors were informed by the Head that this was going to be part of the refurbishment programme.

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
<p>All of the boarders are given areas for study and have individual desks in their dorms.</p> <p>Younger pupils undertake their homework within a classroom setting or in the library, which is situated within the boarding house.</p> <p>The older students undertake their homework in their rooms.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>The standard of the toilet and washing facilities within the boarding house have been maintained to a satisfactory standard and meet the requirements of ratios of provision.</p> <p>The school have ensured within the boarding house that there are appropriate showering/bathing facilities for each age group.</p> <p>The Gap Student does not have his own facilities, but is able to share the facilities of a housemaster.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are able to use their bedrooms for changing, which are accessible throughout the day.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>Boarders have access to common rooms according to their age. They are also able to access other recreational areas and a games room.</p> <p>The school has pleasant grounds, which the boarders are able to use for outdoor activities. Boarders are able to access the boarding house outside of school time.</p> <p>Discussions with boarders and staff indicated that any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
<p>Comprehensive risk assessments have been undertaken regarding most aspects of health and safety. These were due to be reviewed by the Health and Safety consultant the school has employed.</p> <p>There was a Health and Safety Policy available for scrutiny.</p> <p>The boarding house is relatively free from safety hazards; some small areas of concern were noted and a list of issues was given to the headmaster. It was advised that attention to matters relevant to standards 47(6) & 47(9) were risk assessed.</p> <p>Pupils are made aware of any areas and activities that are out of bounds to them and this is reinforced through the various handbooks and policies available.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>The school's sickbay enables boarders who are ill at school to be cared for satisfactorily and separately from other boarders where necessary. The room has a single bed and its own en-suite facilities. The room was observed to be a little bare and unwelcoming and would benefit from being made more child-friendly, for example with the provision of different bedding and the introduction of books, magazines etc.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The inspectors noted that adequate laundry provision was available, with regular and frequent laundering undertaken on site.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
Boarders are able to obtain stationery and personal toiletries while accommodated at school. The boys are able to purchase items of stationery from a named teacher and personal items can be obtained from Matron.		

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
Not applicable to this 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
At the present there are no off site activities taking place at the school. If used all Field Study or similar centres used by the school would be subject to risk assessments, accredited and staff levels would be maintained at a sufficient level. Common sense rules are applied to situations where appropriate paperwork cannot be realistically obtained.		

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

Lay Assessor	_____	Signature	_____
Date	_____		_____
Inspector	_____	Signature	_____
Date	_____		

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

We would welcome comments on the content of this report relating to the Inspection conducted on 8th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

An action plan re the requirements made has been provided detailing how the specific requirements will be met and some additional measures which have been introduced to ensure better practice in boarding standards.

Three further dormitories have now been refurbished in the boarding house since the inspection. The outdated junior common room has been turned into three new dormitories and a single study bedroom to provide even smaller sleeping areas for junior boarders. Fourteen senior studies have been put into the programme of work for refurbishment. The final two senior bath/shower rooms will be refurbished in the summer term 2005.

A new Health and Safety advisor is currently writing risk assessments for all areas of the boarding house to ensure they meet the National Minimum Standards.

The Critical Incident Plan, not seen by the inspectors is currently being expanded and updated. Although CRB checks are in place for all employees, enhanced CRB checks will be carried out on all members of staff from January 2005.

My staff and I felt that the inspection team worked hard to get a good picture of this unique independent school and they were very successful in understanding its ethos.

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

Amendments to the report were necessary

☐

Comments were received from the Head

☐

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

☐

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

☐

Note:

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

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

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

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the recommended actions in a timely fashion

☐

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

☐

Head has declined to provide an action plan

☐

Other: <enter details here>

☐

D.3 HEAD'S AGREEMENT

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

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

Print Name Ian Graham

Signature

Designation Headmaster

Date signed 19th January 2005

Or

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

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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