

inspection report

Boarding School

Copthorne Preparatory School

Effingham Lane

Copthorne

Crawley

West Sussex

RH10 3HR

17th January 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Copthorne Preparatory School

Address

Effingham Lane, Copthorne, Crawley, West Sussex, RH10
3HR

Tel No:

01342 712311

Fax No:

01342 714014

Email Address

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

Copthorne School Trust

Name of Head

Mr Geoffrey Charles Allen

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

9/2/2000

Date of Inspection Visit		17th January 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Mrs G Davis	076990
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
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 C. ALLEN	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

- Part A:**
- Summary of Inspection Findings**
 - What the school does well in Boarding Welfare**
 - What the school should do better in Boarding Welfare**
 - Conclusions and overview of findings on Boarding Welfare**
 - Notifications to Local Education Authority or Secretary of State**
 - Implementation of Recommended Actions from last inspection**
 - Recommended Actions from this inspection**
 - Advisory Recommendations from this inspection**

- Part B:**
- Inspection Methods Used & Findings**
 - Inspection Methods Used**
 - 1. Welfare Policies and Procedures**
 - 2. Organisation and Management**
 - 3. Welfare Support to Boarders**
 - 4. Staffing**
 - 5. Premises**

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

- Part D: Head's Response**
- D.1. Comments**
 - D.2. Action Plan Status**
 - D.3. Agreement**

INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Copthorne 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.

Copthorne School is a co-educational preparatory school for 127 children from the age of seven years old to thirteen.

The boarding facility caters for up to twenty eight children, from the age of nine to thirteen.

Accommodated in dormitories situated within the main body of the school building the children are grouped by gender with three dormitories for the boys and one for the girls.

The school was originally a private dwelling and was founded as a boys' school in 1902, with girls being admitted in 1980 for the first time. The school became a charitable trust in 1976.

The school is predominantly a day school offering weekly and flexi-boarding opportunities to its pupils.

Surrounded by numerous playing fields and other sports facilities the school is set in extensive grounds and includes heath land and woods

There is plenty of parking available set in an unobtrusive manner.

The Headmaster, Mr Charles Allen, runs the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

1. There was an open and positive attitude to Inspection.
2. There was a successful integration of flexi/weekly boarding into a family oriented culture.
3. The ethos and values of the Headmaster, his Wife and the Senior Management Team are cascaded down to all staff members and there appeared to be no 'them and us'.
4. All staff members felt valued by both pastoral and academic staff.
5. There were excellent pupil/staff relationships with opportunities for open dialogue available to all pupils.
6. Good policies and procedures in Child Protection and Anti-bullying were in place.
7. Effective and fair sanction and rewards systems are used.
8. There were good leisure opportunities within school.
9. Good channels of communication with parents had been established.
10. There was excellent and responsive monitoring of pupils health and well being undertaken by the Matron and other boarding staff.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

1. The school should ensure that a statement of boarding is made available to prospective parents and staff members
2. There should be more attention to detail regarding written records of interviews, verification of references and evidence of qualifications maintained on all staff records.
3. Child protection training should be given to all members of staff including those who work in an ancillary capacity.
4. The school should provide and display a complaint procedure for boarders in age appropriate language. A copy of the full complaint procedure should be included in the parents handbook.
5. Information regarding the Commission for Social Care Inspection should be included in the complaint procedure for both parents and boarders.
6. Central separate hardback record books should be maintained to record any complaint, serious incidents and child protection issues
7. Action and outcomes on all risk assessments undertaken should be shown where appropriate.
8. The school should consider the provision of additional security arrangements to ensure the security of the boarding provision in the evenings.
9. Provide appropriate storage in the boys' dormitories.
10. Consider privacy issues in the school particularly the changing rooms and WC's i.e. the size of the doors/open showers.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection was undertaken over two days by one inspector. 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 three recommended actions and three advisory recommendations resulting from this inspection with other advisory recommendations made in the main body of the report.

The school has met forty-one of the fifty-two National Minimum Standards For Boarding Schools in full, and has minor shortfalls in six. Two standards were exceeded. Five standards were not applicable to this establishment.

Parents of the boarders were invited to write to the commission with any comment they wished to make regarding the boarding facility at the school. At the time of writing the report the Inspector had received three letters. Overall they confirmed their satisfaction with the boarding arrangements; the headmaster was given feedback on any comments, which provided constructive criticism.

All boarders completed a pupil questionnaire regarding boarding at the school. The content from those questionnaires has been included in the main body of the report.

Welfare and Policies.

6 standards were met in full; 1 almost met

The school has not provided a statement of boarding and a recommendation was made that one should be included in the handbooks for Parents, Staff Members and Pupils.

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

There was appropriate training in place regarding Child Protection.

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

Organisation and Management.

7 standards were met in full; 1 was exceeded

The Headmaster gives clear leadership; the inspector advised that a more centralised system to collate information regarding significant issues should be devised to enable easy monitoring of any trends and identification of any issue requiring action.

Staff members and the pupils felt that members of the teaching and boarding house team were accessible, approachable and supportive.

A comprehensive crises management plan has been introduced.

Welfare Support to Boarders.

11 standards were met in full; 1 almost met; 4 not applicable

The school provides good welfare support to pupils. There are a number of avenues for pupils to access support.

The Matron provides good health care and management of medication.

The inspector noted that the food provision was of an adequate standard and plentiful.

Attention was paid to most Health and Safety issues and the pupils demonstrated a good knowledge of emergency procedures.

Staff.

6 standards were met in full; three almost met; 1 exceeded

Staff members appeared to be committed to their duties in the boarding sector of the school.

Staffing levels were adequate for the appropriate supervision of the boarders.

There are training opportunities for the house staff, which are appropriate to the role undertaken.

There are induction procedures for new staff members and appropriate security checks undertaken on recruitment. The inspector identified a paucity of evidence regarding a number of recruitment issues but was satisfied that this had been recognised by the Headmaster and that a new robust recruitment procedure was being introduced.

Premises.

11 standards met in full; 1 almost met; 1 not applicable.

Generally the boarding accommodation was considered satisfactory. The lack of privacy in the boys' changing rooms and some school wc's was considered unacceptable by the inspector.

Attention had been paid to Health and Safety issues.

There were security measures in place, which included identification of all visitors, however the inspector advised that consideration should be given to the introduction of a robust security system to the rear of the main school building.

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 is 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	Provide a statement of boarding to parents, pupils and staff members.	01/03/05
2	BS38	Record detailed evidence of qualifications, verification of references and outcome of interviews of all prospective and existing members of staff.	01/03/05
3	BS5	The complaint procedure should provide the contact details of the Commission for Social Care Inspection and be provided to both the pupils, their parents and staff members	01/03/05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS42	Attention should be paid to the security of the boarding accommodation in the evenings.
2	BS20	Provide appropriate storage for the boys' within the dormitories
3	BS45	Consideration of issues re privacy in the changing rooms and wc's

*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	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	NO
'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	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	NA
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	17/01/05
Time of Inspection	09.30
Duration of Inspection (hrs.)	22
Number of Inspector Days spent on site	2

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

13

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

13

Girls

3

Total

16

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) |
| 3 - Standard Met | (No Shortfalls) |
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| 1 - Standard Not Met | (Major Shortfalls) |

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

2

Although there were a number of references to the boarding facility, there was no clear statement of boarding setting out the overall aims and objectives of the school. The inspector advised that it would be good practice to include a statement of the schools boarding principles and practice in the school prospectus, the handbook for staff members and the handbook for parents.

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

There is a policy on countering bullying. It is displayed in public areas and available in the staff handbook but not in the parent's and boarders' handbooks. It has a suitable definition of bullying.

Pupil questionnaires indicate that bullying is not a high concern and that when it does inevitably occur it is dealt with effectively.

There was no evidence of inappropriate initiation ceremonies

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

80

%

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

Copthorne had an appropriate policy on child protection and response to allegations or suspicions of abuse. This appeared consistent with the Local Area Child Protection Committee procedure. In discussion with the headmaster the inspector was satisfied that appropriate action would be taken if an incident of a child protection nature were reported.

All staff members interviewed confirmed that their awareness regarding Child Protection had been raised. An Inset-training day had been arranged to provide child protection training to all staff members.

The inspector understood that all staff members including ancillary were included on the training programme.

There had been no recent child protection issue reported, however the inspector advised that any incident and its outcome should be recorded in a hardback book and reviewed regularly by a senior member of the management staff.

There was a policy for searching and reporting any boarder missing from 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

There was a good policy document regarding discipline, punishments and rewards in the staff handbook.

A restraint policy was available for the staff members.

The inspector advised that a separate hardback book should be used to record any major punishments giving the name of the boarder, reason for punishment and name of the person carrying out the punishment.

Children were rewarded for good behaviour. Achievements could be for personal or dormitory good conduct. There was also a school wide positive system for rewarding various good conduct and work.

The Inspector found no unacceptable punishments.

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>There was a policy accessible to parents and staff only and the inspector advised that a complaint procedure should be made available to the boarders.</p> <p>Details of how to contact the Commission for Social Care Inspection were not included in the complaints procedure.</p> <p>All details of any complaint made to the school are filed on each individual child's record and the inspector was able to evidence that all issues were dealt with in a timely and appropriate manner.</p> <p>The Headmaster was advised that there should be a central record book maintained of any complaint made and the action taken to address the situation, to enable him to monitor and identify any trends that may emerge.</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 were policies and procedures in place to counter major risks to health.</p> <p>Personal, social and health education was delivered by Form Tutors through a structured age related programme in the academic side of the school.</p> <p>Appropriate risk assessments were in place and the Matron/Housemistress was appropriately trained to deal with health matters.</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**

Individual records were kept on each boarder covering all aspects of their health and welfare needs.

Known allergies and medical conditions were identified and vital information was passed on to all staff through a variety of communication systems i.e. staff meetings and briefings, written and personal communication.

The inspector advised that a policy regarding the administration of Homely Medication should be provided

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

The Headmaster and his wife in conjunction with the Matron develop and manage the boarding practice and monitor all aspects of boarding. The ethos of the school takes its lead from the Headmaster and a family model of care is provided. There is a close liaison between the Matron and other members of the Boarding Staff team. The inspector was able to observe the evening and bedtime routines and was impressed by the individual attention given to each child and the relaxed and homely atmosphere that prevailed.

All members of the team confirmed that they were well supported by the headmaster and other members of the staff team.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The school had an effective crisis management document. It was detailed in its content and available to all staff.

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
<p>The boarding houses operate as separate units and provide appropriate protection and separation of boarders by gender. As there are only a very small number of girl boarders, on occasion, there is a disparity in the age of the dormitory occupants.</p> <p>There were no significant differences in the boys' and girls' facilities although the boys were in need of more storage space for personal items.</p>		

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
<p>The school offers an excellent and diverse range of supervised activities to boarders and day pupils outside teaching time. There was a structured timetable of activities available, which evidenced opportunities for a variety of interests. There were equal comments from the children; some considering that there was plenty to do and others not enough</p>		

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
<p>The inspector was informed by both the pupils and the Headmaster that the boarders were involved in school committees. There was also a food committee, which provided information regarding the meals to the catering manager.</p>		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>The prefects were aware of their responsibilities. They had a range of responsibilities including acting as mentors and role models to younger pupils.</p> <p>They were not allowed to carry out any punishments.</p> <p>They were given appropriate induction to the role and were supervised on an ongoing basis by the Headmaster and his wife on a weekly basis.</p> <p>The inspector advised that a formal statement of duties and powers should be put into writing and that each prefect should be given a copy as part of their induction to the position.</p>		

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**

There was a policy available regarding the support available for pupils, although there was not an external independent listener available at the time of inspection. Information and telephone numbers regarding obtaining help was provided.

The pupil questionnaires indicated that pupils felt that they could speak with a number of staff, friends, family and other significant adults.

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

Appropriate arrangements were in place to meet the health needs of the pupils and a member of staff with a first aid qualification was on duty at all times

Pupils were registered with their own doctor and the Matron would contact parents if an emergency occurred.

Records were kept of the medication administered.

All staff had been given instruction in the use of an Epipen should a child with a known allergy have an anaphylactic reaction.

Written consent to administer first aid and medication is sought from the parents.

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

There were satisfactory arrangements provided and boarders could be adequately supervised and cared for should they become ill.

The majority of pupils return home, however should a pupil need to remain at school there were staff members readily available to adequately supervise and care for them should they become ill.

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 are systems in place to support pupils with personal and health needs. Records (Day Books) clearly record when pupils are unwell and follow through occurs which ensures that the matter is dealt with properly.

There was an equal opportunities policy, which demonstrated a commitment to avoiding inappropriate discrimination.

The inspector understood that the records were monitored by a senior member of staff and advised that the Headmaster or other senior member of boarding staff should sign and date the records to evidence that they reviewed and monitored the daily logbooks on a monthly basis.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

The school had a good equal opportunities policy, which demonstrated a commitment to equality for all with regard to any minority group. Records evidenced that appropriate action to address any incident was carried out in a timely manner.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
The boarders are able to access the phone in the Matron's room as well as the phone box provided. The school intends to provide a computer for the boarders and email will soon be available.		
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?	9
Not applicable		
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>New boarders have usually tried flexi boarding and are partnered by an older mentor until comfortable with the routines.</p> <p>On the first night of term the Headmaster and other staff members welcome the boarders and Matron explains the daily routines. A boarder's handbook was available.</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.		
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
It was understood that the monitoring of records by the Headmaster or a senior member of staff took place on a regular basis, but it was recommended by the inspector that they should be signed and dated to evidence that monitoring was taking place.		

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
<p>The food is adequate and in plentiful supply. Medical, dietary and religious needs are taken into account. Fruit and salad was available at the main midday meal and the inspector considered that the introduction of some 'healthy options' at suppertime for the boarders would be advantageous.</p> <p>The crockery and cutlery are laid out prior to the children arriving but not so far in advance as to cause concern.</p> <p>The most recent EHO report was dated 26th June 04 and highlighted some minor issues, which have now been completed.</p>		

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
<p>Boarders had access to water in both teaching and boarding areas and access to snacks at times other than the official meal times.</p>		

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>Records indicated that the fire alarm and equipment were serviced regularly and that fire drills were carried out in boarding time. Recommendations by the Fire Safety Department were currently being addressed.</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?	9
Not applicable.		

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
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?	3
<p>Inspector was able to examine a file of risk assessments for a variety of activities.</p> <p>Parental permission for participation in all activities had been obtained.</p> <p>It was confirmed by the Headmaster that all personnel used as instructors were appropriately qualified and all security checks had been carried out</p>		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	3
<p>The pupils had access to a number of national newspapers. They had access to TV and radio for the news and current affairs. There were opportunities to access activities both locally and in the wider community.</p>		

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercises 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?	
There were sufficient staff members on duty in the evenings to cover various activities and supervision of the pupils going to bed.		

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

Risk assessments were carried out which identify adequate staffing levels when leaving the school site.

Gap students were not left in sole charge of the children.

Appropriate arrangements were in place to ensure that boarders have access to the housemistress/housemaster or another member of staff deputising on their behalf at all times.

A suitable number of staff members accompany children on residential trips.

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 was good coverage of staff sleeping at night in all of the boarding provision.

There were bells for the boarders to ring if they need assistance in the night

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

All of the staff members had clear job descriptions, which were reinforced by induction training where they would shadow a regular member of staff until they were confident in the procedures and the expectations of the post.

The inspector advised that all new members of staff should receive Child Protection training as part of their induction.

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**

There was a general staff handbook and a boarding policy covering all of the requirements of this standard was included.

A staff induction programme was in place and all new staff members were allocated a mentor who would be on hand to offer assistance and advice.

A copy of the staff handbook and policy document file was contained in the staff room.

Some of the teaching staff members supervised prep and other activities after school however; it was always the Housemaster/mistress that were responsible for the boarders' welfare for the latter part of the day.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

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

boarder relationships were observed to be relaxed and confident. In particular it was noted that there was a warm relationship between the Headmaster and his wife, who acted as Housekeeper, and both the boarders and staff members.

The children confirmed that they felt able to approach any number of staff with concerns

Standard 37 (37.1 - 37.2)

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

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

There were some mixed comments from the boarders regarding the boarding staff respecting their privacy and knocking on dormitory doors prior to entering.

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>All Criminal Records Bureau security checks have been undertaken, however the school needs a more robust system of recording of interviews outcomes and verification of references/qualifications. The senior team had identified this and new procedures were currently being introduced to address the issues identified.</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
<p>Most staff had undergone Criminal Records Bureau security checks.</p> <p>There was a visitors signing in system and any outside contractors were required to report to the bursar before commencing work.</p> <p>Any contractor should be supervised during their visit if the company they work for have not carried out appropriate security checks including Criminal Records Bureau on their personnel.</p> <p>The school should provide a written agreement between the school and any adult not employed by the school but living in the same building as boarding accommodation specifying the terms of their accommodation and guidance on contact with boarders and their responsibilities to supervise their visitors.</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?

3

The accommodation was bright cheerful and welcoming.

Boarding accommodation was of a similar condition throughout.

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 buildings felt reasonably secure and there was a system for locking up the buildings at night.

The boarding accommodation was reserved for the sole use of the boarders.

Some concern was felt by the inspector regarding the security arrangements at the rear of the building during the evening activities period and the inspector advised that the school should consider the introduction of additional security arrangements for the boarding accommodation i.e. electronic locks or intruder alarms on certain doors.

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
<p>The sleeping accommodation for boarders was found to be clean, comfortable and sufficient for the intended use.</p> <p>There was a need for additional individual personal storage areas in the boys dormitories.</p>		

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>The arrangements for studying were appropriate.</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>Washing and toilet facilities were provided in sufficient numbers for the children accommodated and the inspector was able to observe the evening bedtime routine. Some attention and consideration should be given to the privacy of the baths provided as the boarders informed that they avoided using the baths as they were not very private, preferring to use the showers instead.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	2
<p>The school changing provision appeared to be antiquated and offered poor privacy. The doors on some of the wc's were inadequate in size.</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>A large amount of evening activities are provided both outside and in. Some concern was expressed by the inspector regarding the security of the main building in the evening.</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>The school has a robust system for checking facilities for safety hazards.</p> <p>Windows had effective restrictors.</p> <p>The boarders were aware of the school boundaries.</p> <p>The Bursar is responsible for the overall administration of Health and Safety. All staff members had a copy of the of the staff handbook, which contained guidance regarding their responsibilities and a copy of the Health and Safety Policy was placed in the Staff room.</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>Satisfactory arrangements were made for the care of boarders who were ill.</p> <p>The inspector observed the children visiting the Matron and obviously feeling very comfortable about approaching her with any worries they might have had.</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 laundry system was effective and organised.		

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?	9
Not applicable.		

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?	3
All security checks are undertaken as appropriate		

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
The school makes all possible checks to ensure this standard is met.		

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lead Inspector**Mrs G Davis**Signature**G Davis**Date**16 February 2005

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 17th and 18th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

This report is very much in accordance with the helpful and constructive feedback given by the Inspector at the end of the Inspection.

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 Please provide the Commission with a written Action Plan by 1 March 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

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

Print Name	<u>G C ALLEN</u>
Signature	<u>Signed</u>
Designation	<u>Headmaster</u>
Date	<u>24/02/05</u>

Or

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

--

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

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

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