

inspection report

Boarding School

Burgess Hill School For Girls

Keymer Road

Burgess Hill

West Sussex

RH15 0AQ

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**

Burgess Hill School For Girls

AddressBurgess Hill School For Girls, Keymer Road, Burgess Hill,
West Sussex, RH15 0AQ**Tel No:**

01444 241050

Fax No:

01444 870314

Email Addressheadmistress@burgesshill-
school.com**Name of Governing body, Person or Authority responsible for the school**

Burgess Hill School for Girls Company

Name of Head

Mrs Susan Gorham

CSCI Classification

Boarding School

Type of school

Girls boarding school.

Date of last boarding welfare inspectionNot
known

Date of Inspection Visit		8th November 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Mrs L Driver	077537
Name of CSCI Inspector	2	Ms G Moorey	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Alison Gwatkin	
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		MRS S GORHAM, HEADMISTRESS	

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 Burgess Hill School For Girls.

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.

Burgess Hill School for Girls is situated in a conservation area close to the town centre of Burgess Hill, West Sussex. It is a day and boarding school for girls with current boarders ranging from 11 to 18 years old. Numbers of pupils at time of inspection were 197 juniors and 398 seniors. The school currently has forty-five full time boarders and three weekly boarders. The school does cater for flexi boarders. The vast majority of boarders are from overseas. They are accommodated in three boarding houses, two in the school grounds and one across the road from the school.

The headmistress is Mrs S Gorham.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Good and excellent practices were seen during the inspection that include;

- Good acknowledgment of positive achievements in the boarding houses.
- Very good prefect systems.
- Low levels of poor behaviour.
- Low levels of complaints.
- Very good mentor system.
- No bullying issues identified in the school.
- Numerous avenues for boarders to voice concerns.
- Very good fire precautions and drills.
- Excellent community contact, charity work, local and overseas.
- Excellent risk assessments for school trips.
- Excellent signing in and out system for boarding houses.
- Excellent changing facilities.
- Excellent planning for offsite accommodation and exchanges.
- Very supportive staff who give a great deal of extra time to the boarders.
- Overall welfare of boarders very good with individualised care seen.
- Very good information provided to boarders prior to commencing the school.
- Very comprehensive health and safety systems in place, excellent risk assessments.
- A structured and effective senior management system in place.
- The foresight to look into the future and develop the boarding side of school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school are aware of the recommendations resulting from this inspection and when fed back stated that work was already under way to meet some of the areas identified.

-
- Ensure the protection of boarders by having strict guidance in place for staff family members in relation to their access to boarders accommodation.
- Ensure no adult member of staff uses the same toilet and bathing facility as boarders.
- Look at boarding staff numbers and supervision of junior staff.
-

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was a positive inspection carried out by three inspectors over two long days. The inspectors saw and heard of some excellent practices and noted that the boarders were happy and free to express their voices about boarding life. Feedback was sought from many professionals prior to the inspection with no concerns raised. Boarder questionnaires were carried out.

The school was welcoming of the inspection process.

It is clear that the headmistress and deputy headmistress are committed to providing good welfare care for boarders. This is also true of boarding staff. Boarders were very complimentary about boarding staff and relationships between staff and boarders were relaxed, professional and appropriate.

The inspectors were informed of the schools commitment to developing the boarding side of the school in the future and the results of this inspection will enable the school to continue and develop further with its plans. The headmistress viewed the inspection as a positive process keen to gain feedback to develop on.

There are areas that the school need to address in the immediate future and these can be found in the section headed "Recommended actions." Other advisory recommendations are areas the school should seriously consider.

Of 52 standards assessed; 25 were met. 13 were exceeded, 10 had minor shortfalls, 1 had a major shortfall, and 3 were not applicable to the school.

This was the schools first full welfare inspection in accordance with The Boarding Schools National Minimum Standard. A welfare visit took place December 2003 and the school have addressed areas raised as a result of that visit.

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	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	
61	
62	
63	
64	
65	
66	
67	
68	
69	
70	
71	
72	
73	
74	
75	
76	
77	
78	
79	
80	
81	
82	
83	
84	
85	
86	
87	
88	
89	
90	
91	
92	
93	
94	
95	
96	
97	
98	
99	
100	

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	BS34	The agreements drawn up with adults who live at the school but are not employed need to be extended to include their terms of accommodation and guidance on contact with boarders.	Dec 2005
2	BS44	No adult staff are to share toilet and bathing facilities with boarders. Separate provision must be provided for staff.	With immediate effect.

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	BS18	It is recommended that the school review their boarding practice in connection with looking at an Equal Opportunities policy and other documentation.

2	BS31	It is recommended that the school look at the organisation of the staffing of the boarding houses and produce clear guidelines and rotas in order to indicate the day- to -day running of each house. This needs to include all staff that have supervisory duties over the boarders.
3	BS5	It is recommended that the school include the name and contact details of CSCI in its complaints policy.
4	BS4	It is recommended that the school have greater clarity in the decision making for punishments, and their appropriateness to age.
5	BS6	It is recommended that the school revisit their smoking policy in relation to ages of boarders and the appropriateness of punishments given and the consistency of punishments across both boarding houses.
6	BS9	It is recommended that the school have in place a major crisis plan for areas stated in the standard.
7	BS11	It is recommended that activities could be more varied and that the need for trips to be compulsory be reviewed, in line with staffing levels.
8	BS24	It is recommended that there be a more varied menu for evening and weekend meals.
9	BS40	It is recommended that the programme of redecorating be maintained as a priority in the future.
10	BS41	It is recommended that the school have in place a clear policy relating to exeat weekends.
11	BS42	It is recommended that the school continue with the renewal of beds and mattresses.
12	BS44	It is recommended that each boarding house has designated toilet and bathing facilities relating to age to enable older and younger boarders to have separate facilities to enhance privacy.
13	BS48	It is recommended that the school provide separate accommodation in the boarding houses for ill boarders outside of school hours.
14	BS47	It is recommended that risk assessments be in place for the two ponds in the school grounds.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

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

Date of Inspection	08/11/04
Time of Inspection	9.00
Duration of Inspection (hrs.)	60.0
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**

11

TO

18

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

0

Girls

45

Total

45

Number of separate Boarding Houses

2

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

Other packs include a sixth form pack, and senior school pack.
Most boarders were aware of the packs and stated they had read them prior to joining the school; others were not so well informed. Through discussion it was felt that information sent to parents had not been given to the child.

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

The school has a policy regarding bullying that is called 'Action Against Bullying' the policy contains definitions of bullying. Although within the definitions racism is not included. Other sections within the policy include 'Steps to Prevent Bullying Taken by the School' and 'Action to Deal with Incidents of Bullying'.

There were no identified initiation ceremonies. Support lines for the students could be found within the staff, friends and the mentor system.

The policy is clearly written and provides guidance for both the bully and the victim. The inspectors were informed of the very low incidences of bullying that occur in the school. Pupils did not identify bullying as a problem at the school.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

92

%

Standard 3 (3.1 – 3.9)

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

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

The school has a child protection policy in place that has been reviewed following last years welfare visit by CSCI. The school is in possession of The West Sussex Child Protection policy. As a result of a recommendation from the last welfare visit the school has recently had an in service training session, from external professionals, regarding child protection. It was noted by the inspectors that some staff who do have contact with the boarders have not received training. The school is advised to filter through training to all staff. The headmistress is the lead for child protection in the school and evidenced through discussion that she follows child protection procedures. Feedback from the local social services office stated no concerns regarding the schools dealing with child protection issues. All staff interviewed were well informed of child protection issues and procedures.

Prefects are given training around child protection issues.

The school has a policy in place for a missing boarder.

This standard has been assessed as having a minor shortfall in regards to adults having access to boarders accommodation. The reader needs to read standard 34 in relation to this and the recommendation resulting from it.

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 is strong evidence to support that standards of pupil behaviour are satisfactory, from discussions with pupils and staff, examining records and the questionnaire. The Headmistress herself keeps in close touch with any sanctions given on a weekly or daily basis as the need arises.

There is no evidence of any idiosyncratic punishments being given out by staff or Prefects, who seem to be well briefed as to their role and are supportive of younger pupils.

Evidence gained from discussions with older pupils would suggest that there is a need for greater clarity in the process of deciding which punishment might be appropriate, given the age and maturity of the individual.

There is no evidence that the need for physical restraint had ever been an issue.

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 policy with procedures in place that the inspectors viewed. The headmistress is kept up to date of any complaint through weekly meetings held with boarding staff. The headmistress will address any serious complaints herself. Parents and boarders are given information about the complaints procedure.</p> <p>The school is recommended to include the name and contact details of CSCI in the complaints policy. (standard 5.4)</p> <p>Written records are kept of all complaints.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	2
<p>The school has appropriate policies for risks to health, including smoking and alcohol and drug abuse. Sexual health is covered in the personal, health and moral teaching sessions the school provides. As an outcome of discussions with boarders it is recommended that the school need to revisit their smoking policy to ensure appropriateness of punishments in relation to age of boarders and consistency of punishments across both boarding houses. Evidence showed that the school has very low levels of smoking and alcohol issues.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	4
<p>The inspector viewed comprehensive records that show individual boarders health and welfare needs and issues. The headmistress and other key staff evidenced through discussion and showing records that the school have a very individual approach to individual boarders needs. The school nurse has implemented excellent new systems to ensure all staff who are likely to administer medication or treatment are well informed. The inspectors noted that all records are kept secure and safe and confidentiality is protected.</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

Senior staff have high levels of experience and management of boarding.
The headmistress is very visible in the school, both in school and in the boarding side of the school.

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

There is evidence that the school does have strategies in place for managing some crises effectively. However, it is recommended that the school seek to implement specific procedures to cover medical emergencies, fires and accidents on site, which might affect the safety and welfare of boarders.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence

Standard met?

3

The organisation of the houses does contribute to the safety and welfare of the pupils. There is no discrepancy of provision between the houses in general and there is strong evidence that the pupils are happy in them. However, in terms of future development of provision it would be useful to have a clearer designation of junior and senior areas within each house for recreational and bathroom and toilet provision. This would reflect the needs of older girls, who have different bedtimes and routines.

Standard 11 (11.1 - 11.6)

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

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

There is evidence that boarders do have access to a programme of activities with some range and choice. However, there is also evidence that pupils would appreciate a greater variety of activities with marked changes each term. It is suggested that the policy of making outings compulsory be reviewed in the light of the evidence from discussions that this would be much appreciated. There is evidence that some pupils would enjoy some unstructured free time to socialise alongside a house- based activity such as cooking or craft. There appeared to be a discrepancy between year groups as to the safeguards in place within the internet provision. There is a need to ensure that all girls are informed of this so that clarity is ensured.

Standard 12 (12.1 - 12.2)

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

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

The school have in place a boarding committee that is formed of senior students. The pupils elect the representatives. Weekly meetings are held and each individual on the committee holds responsibility for a specific area of boarding life. The boarding houses also hold weekly meetings to discuss issues affecting the students living in the boarding facilities. The students identified that they did feel the committee and meetings were useful but any needed or suggested action was slow to happen, if at all.

The school also consults with the food officer from the committee about the meals provided. However a majority of the girls felt that little change had been implemented and that once a decision had been made and been put into place it was hard to change or be offered an alternative.

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 Prefect system is clearly understood with appropriate induction, guidance and a clear allocation of duties. There is strong evidence that this excellent system supports the life of the school and is vital to the settling in of new pupils. There is an excellent mentor system in place, which is used and valued. Prefects have a role in evaluating the system and developing it for the next year. Each Prefect has a designated area of responsibility called a portfolio and this enables girls to develop a specific interest in a given area, which offers real opportunities for leadership and the development of personal confidence.

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**

The school provides information to boarders regarding whom they can contact with personal problems. This can be someone from within or someone independent to the school.

Within school the boarders have many people they can turn to for help including the Housemistresses and the School Nurse.

An independent listener may be contacted directly about personal problems or concerns at school. The school does not have an employed counsellor who is regularly in school. However the school has contact with specific professional groups who offer advice and information. Pupils would be able to access a counsellor or a relevant professional depending on the individual need. Lists of helpline telephone numbers are displayed by the pay phones. These numbers need to include the telephone number for the Commission for Social Care Inspection.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

4

The medical provision at the school is of a high standard. The school nurse has worked hard to ensure she has a well-run and effective medical centre. Records and documentation is of a high standard. Feedback from boarders and staff show she is accessible and sympathetic to needs. The school nurse works during the day and boarding staff provide first aid cover outside her working hours. They are appropriately trained to do so. Systems are in place to ensure boarders have access to a local GP, dental and optical treatment. The school nurse holds a current active registration with The Nursing and Midwifery Council. She keeps herself up to date by attending courses specific to her role and networks with other school nurses in the area. The nurse has close links with the school GP. The nurse has implemented a written protocol on the provision of non-prescribed medication and has delivered training to boarding staff in May 2004 relating to this. Parental consent for the administration of first aid and appropriate non-prescribed medication is in place. Records are kept of all medication given as well as all other treatment given.

The school nurse is a member of the health and safety committee.

The headmistress monitors the records in the medical centre on a regular basis.

The inspector noted that there is health education information available in the medical centre for boarders to access.

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 medical centre provides accommodation for ill boarders during the school day. Current practice is that they have to return to the boarding house after school hours where there is no separate provision for care. They return to their own dormitories. See standard 48 also relating to this. Information received from boarders and staff indicate they do receive care and attention by a member of staff.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence**Standard met?**

3

The inspector gained evidence that shows the school identify and manage individual welfare concerns of boarders. Contact with outside professional services is sought where appropriate and the school evidenced this very well. The inspector noted that the school is very child focused in meeting their welfare needs.

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

Within the boarding houses the school has a mainly Chinese community within the student group and although there is not an equal opportunities policy. The students did not reflect any discrimination due to their ethnic origins.

The school has put into place a language policy that states that overseas students are not allowed to use their own language in public areas only in the privacy of their rooms. The use of their own language in public places can carry sanctions that the students did reflect were quite severe. When discussing this issue with the girls they did also reflect an understanding of why the policy is in place and felt it was quite positive in helping them with their English.

The school offers the opportunity for all of the students to attend the temple, chapel or church according to their spiritual beliefs. This is not compulsory for any of the girls.

The Inspector viewed documents related to boarding practice such as the Bullying Policy within the definitions of bullying discrimination/racism are not mentioned. Within the boarding houses events/trips are not organised to reflect the cultures of the students.

The boarding houses are quite small and intimate in size and numbers that allows close observation of the students. The school also have in place a mentor scheme for the younger girls and a head of house system. The boarding house activities need to include trips/events related to the differing ethnic backgrounds of the students. The girls felt could express their opinions in various forums this is reflected in Standard 12.

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>Telephones are provided for boarders to contact their parents in private. Pupil questionnaire results did not indicate this to be a problem. The headmistress evidenced the schools commitment in contacting parents if a significant welfare issue arises. Helpline numbers are visible in each boarding house for boarders to contact if they wish.</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?	4
<p>There is good evidence to support the fact that boarders' possessions are protected. There is a banking facility organised for the girls, which offers a degree of independence. The House staff are willing to obtain a lockable facility for any pupil who asks. The pupils were confident in the effectiveness of the systems in place and remarked that they felt safe leaving anything in the houses. Theft is not a problem as there is a culture of respecting property.</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>There is evidence that there is induction and guidance in place, certainly once the pupils arrive at the school. The Mentor system is very effective. The information packs sent out to new boarders are sent to parents in the first instance and it would be useful to send out some child friendly welcome and information packs addressed to the pupils themselves. These might be developed through the mentor system.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>Not applicable to this school.</p>		

Standard 23 (23.1 - 23.4)

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

Key Findings and Evidence**Standard met?**

4

The headmistress has excellent systems in place to monitor the records of the school. She meets regularly with staff from all areas relating to boarding and is very aware of what is happening in each boarding house.

Monitoring includes all the recommendations of this standard.

Risk assessments are carried out to a high standard in the school and the headmistress monitors their effectiveness.

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 Dining Room offers a pleasant, attractive place for boarders to take their meals. The standard of cleanliness is high and there is evidence that the Caterer and her staff care for the girls and take an active interest in them. It is suggested that more variety be offered to the boarders at the evenings and at weekends. The practice of choosing a weekend preference for the whole term might benefit from some flexibility and element of surprise.

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?**

4

There is strong evidence that provision of Drinking Water and Snacks is well served, especially in the houses. The kitchens are well stocked and well maintained. The standard of cleanliness is high. It is obvious that the girls appreciate this facility.

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?	4
----------------------------------	----------------------	----------

Within the boarding houses and throughout all areas of the school there are clearly posted map of fire exits and fire drills. There were clear records in each of the boarding houses as to the fire drills that had been undertaken. Any issues during the practices were also recorded. The students reflected in discussion groups that they were fully aware of the procedure when the fire alarm sounded.

The records of the fire equipment were seen by one Inspector and found to be up to date and in line with current practice.

The inspector saw a copy of the last inspection report from the local fire department and observed that recommendations had been made and that the school had since met the requirements. During the inspection the Inspectors had observed several potential problems with the current fire exits. The assistant bursar explained to the Inspector that the school were reviewing these exits themselves and any potential risk would be assessed and amended.

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

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

The inspectors saw or heard of no incidents of onerous demands during the inspection. Boarders have reasonable free time during the day and evening.

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 to this school.

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?**

4

The school carries out risk assessments to a very high standard. The inspector viewed many risk assessments and noted there to be assessments in place for all areas of the school and boarding houses. High-risk activities are risk assessed and safety measures are in place for boarders to carry out activities. The inspector was informed that checks are made for licensed activity venues.

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?**

4

The students can all access the local town and shops. There is a system in place where permission is sort for the trip and that the girls can only go out in twos. Sixth form girls can go into larger towns and cities with permission at the weekends. All trips are risked assessed.

Daily newspapers and a weekly magazine are available. Boarders have access to television and computers within the house. The computers do have a fireguard system to stop access to inappropriate sites.

Appropriate supervision is provided for boarders' use of local facilities outside school as appropriate to the age of the boarders involved, and the facilities used are of a suitable type without unreasonable risk to boarders.

The school has an excellent community service programme that involves activities both in and out of the school. The girls, within the local community visit and organise activities for a group of elderly people from a care home. They have also recently developed a story bag for children with disabilities who attend a school local to Burgess Hill.

The school also has contact with a village in Africa and the students undertake projects to supply the village with different articles. Currently the girls are making calendars. The community service programme offers a great chance for the girls from boarding to be involved in a project with both the day- girls and the local community.

Any community service activities by boarders outside the school are suitable and suitably supervised with acceptable levels of safety.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence

Standard met?

2

Within the boarding houses there is a duty rota that reflect the duties of the two Housemistresses and the Gap students. When the Inspectors observed the rota it appeared that the school did not have enough staff to cover twenty -four hour care of the boarders. However through further discussion it became apparent that several other people undertook duties in the boarding houses. The Inspectors recommended to the school that a rota was developed to reflect a true depiction of staff cover within the houses.

In discussion groups the students identified that they felt that they could always contact staff and knew where they were. The girls were able to identify which member of staff was on duty within certain periods of the day. There is a back up system in place where a second member of staff could be contacted. However there is an issue of the appropriateness of the Gap Students being left alone with the students for two hours between 4-6 in the afternoon, with only telephone call back up. The other issue around this is if the Housemistress is called by the Gap student and has to attend the other boarding house it becomes unclear who then supervises the other house whilst the Housemistress is away.

During 'exeat' weekends a small group of sixth form students remain at the school. The girls who stay all then move into one house and are supervised by the Housemistress. There are no clear guidelines in place to highlight the procedure or day -to- day arrangements for such weekends.

The boarding houses are in the majority staffed by women. However the girls do have

access to male staff but their role within boarding is unclear.

The boarding staff are mainly female due to the school being for girls only. The Senior Housemistresses husband also plays a role within the boarding house the girls can both speak and spend time with him when appropriate.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence

Standard met?

3

The school adheres to the DfES advice in regards pupil/staff ratios for trips. Any activities run by the school are clearly risk assessed and all arrangements including staffing can be seen on the written record.

The school has developed a comprehensive system within the boarding houses for the girls to sign in and out of the houses. The system is backed up by the use of permission slips and a bedroom door key system. This gives a quick clear guide as to which girls are in the house and who is out.

Gap students are not left alone in charge of boarders without a supervising member of staff contactable on site or accompanying them when they are away from the school.

The school has and follows, a satisfactory policy for the safety and supervision of boarders during journeys, which covers the use of school transport.

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

The school has a well-organised staffing system for night- time staff cover. Boarders were well informed of whom to contact and how at night.

Due to the boarding practice and the good communication systems in place all staff know who is sleeping in the boarding house each 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?****2**

Within in the current system all new staff receive a job description in line with their expected role within the school.

The school needs to clarify the role of all staff working within the boarding houses and provide them with a clear job description. Anyone without clear guidelines and a recognised role in the houses should not have access to the boarding accommodation.

During the inspection at a discussion group with the young people one of housemistresses son walked through the common room. On further investigation of this situation it became clear that he should not have been within accommodation provided for the students. Another issue that was raised related to one of the Housemistresses spouses who also plays a role and stands in for brief periods of time if the Housemistress has to leave the house.

There is a clear induction procedure within the boarding houses offering staff a comprehensive guidance and support to their role at the school.

Each of the boarding house staff have clear lines of accountability and are aware of whom they should seek support and supervision from. Appraisals are undertaken on a yearly basis

The school has a training programme in place that includes First Aid, Child Protection and British Schools Association courses for the house staff. The Nurse receives appropriate relevant training in order to maintain her nursing qualifications.

The Gap students and domestic staff receive the appropriate training in line with their positions within the school. However there is a need for Child Protection training to be filtered down to all staff working within the school.

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**

The school has a staff handbook that staff were well informed of. All necessary areas are covered in the handbook. The headmistress informed the inspector it is updated regularly. There is a staff disciplinary policy in place with the precautionary provision for suspension of staff where necessary pending investigation.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>The inspectors noted the relationships between staff and boarders to be very respectful and appropriate. Boarders indicated through discussions and questionnaire feedback that staff look after them very well. The inspection team noted the low levels of disagreements in the houses between boarders and the practice that staff deal with them reasonably. Boarding staff are very committed to their roles and achieve a positive and open atmosphere in the houses.</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>Supervision of boarders is not intrusive and the inspectors received no negative feedback regarding this area</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, contracts, application forms, qualifications, references, police checks and CRB's. The files are varied as to which information is held this was generally in accordance to the position held in the school and the amount of time people had been employed.</p> <p>The family of one of the Housemistress lives to the side of the boarding house. One member of the family has a CRB check in place whilst the other does not. Although the information has been submitted to undergo a CRB check.</p> <p>The Inspector viewed the current files for the gap students these included all the relevant checks included police check from their country of origin.</p> <p>The recruitment procedure in place ensures that staff do not start work at the school until all the appropriate checks have been received. All new staff have undergone a CRB check.</p> <p>The school only uses recognised taxi firms whom have undertaken relevant checks upon their staff.</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 contractors/work people that come into contact with the students are appropriately checked and 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.

As mentioned within Standard 31 and Standard 34 one of the Housemistresses has both her husband and son living in accommodation to the side of the boarding house. A written agreement has been drawn up with both people and signed. However the agreement does meet some of the required information in Standard 39.4 but does not clearly state the terms of their accommodation, or guidance on contact with boarders.

Due to the situation that arose during the inspection (Standard 34) there needs to be specific guidelines in place for those adults living at the school who are not employed.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

2

Accommodation for boarders is provided in large, older houses with much character, which lends a feeling of home appreciated by the girls. They appreciate going away from the school building to a 'family' house. However, older properties require constant maintenance and it is recommended that the programme of redecoration be retained as a high priority in terms of future development. It was noted from discussions that there are some parts of Avondale in particular that would benefit from soundproofing. There is a bathroom in the same property, which shows signs of dampness. The Common Room in Silverdale is much appreciated for its home comforts and cosy atmosphere.

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

Security in the houses is good and the girls feel protected. Codes on the doors operate well and the girls are aware of the need to look after each other. Window restrictors are in place where appropriate and operate correctly. It is recommended that a formal procedure for exeat weekends be implemented, so that girls staying in are given clear guidance as to which member of staff will care for them, where they will sleep, where they will eat and what activities will be on offer.

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 evidence suggests that most boarders find their sleeping accommodation adequate and have personalised their space and made it look attractive, showing a sense of pride and belonging. It is suggested that the programme of mattress and bed renewal be continued.</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>There is good evidence to support the fact that facilities for private study are organised and appropriate to the age of the pupil. Older girls commented on how they appreciated the new desks and lighting in Silverdale.</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?	1
<p>The number of WCs and showers are adequate. Delays in repairing showers were reported in Avondale especially. One of the bathrooms in Avondale showed unpleasant signs of damp and there was a strong smell of urine. There were no queues, for either baths, showers or toilets reported. There is a need to designate toilet and bathing facilities with respect to age, in order to accord the appropriate degree of privacy and comfort needed by an 11 year old and an 18 year old.</p> <p>No staff or adult supervisor should be permitted to share the toilet and bathing provision of the pupils. It is strongly recommended that the provision in Silverdale be adjusted to accommodate this standard</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	4
<p>There are changing rooms within a recently built facility that also houses a performing arts studio. The amenities are up to date with excellent provision of toilets and washing/showering facilities.</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
----------------------------------	----------------------	----------

The boarding houses provide areas for recreation that current boarders are happy with. Quiet areas are provided as well as areas with TV and more interactive activities. Boarders have access to the boarding houses at reasonable times and no concerns were raised during the inspection in respect of this. The inspector heard of no boarders having access to staff accommodation.

The school has large grounds that the boarders can access, including garden areas for each boarding house.

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
----------------------------------	----------------------	----------

The school has a comprehensive health and safety policy in place with excellent risk assessments to compliment it. The school employs a health and safety technician who is responsible for all health and safety checks in the school and boarding houses. The inspector viewed his well maintained and comprehensive risk assessments and records. The organised Risks assessments were seen to be effective and reviewed on a regular basis. The school has invested financially in the technician's role and he is currently undertaking courses relevant to his role.

The inspectors noted that both boarding houses are checked regularly for any health and safety issues. The inspectors noted no immediate health and safety concerns when carrying out a tour of the boarding houses. Windows are safe with restrictors in place.

The school need to look at having risk assessments in place for the two ponds in the school grounds, that were not available during the inspection, but were seen to be safe and secure.

Standard 48 (48.1 - 48.4)
Suitable accommodation should be available for the separate care of boarders who are ill.

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

The school falls short on providing separate accommodation for ill boarders outside school hours. The recommendation is for schools with more than forty-one boarders, which Burgess Hill has; provide accommodation separately from other boarders.

The school need to look at the standard as a whole for future development.

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 viewed a clear system in place for laundry provision. Bedding is washed on a fortnightly basis.

Boarders' personal laundry is done on site. Regular and frequent laundering is undertaken and older boarders are able to do their own laundry. Younger students undertake their own washing during the weekends. Rotas were seen within the houses.

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 purchase minor personal and stationary items from very local shops after school and at weekends. Boarders stated that staff would provide some items until they are able to visit the shop. Weekend outings include a visit to a shopping centre in Brighton.

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?

4

The Inspector observed that overseas, educational and exchange trips are risk assessed. The assessments include checks on any units, hotels, and accommodation being used by the school.

The staff carry with them consent forms, risk assessments and emergency procedure details.

Information is held on each of the host families during the exchange visits. The visits are staffed by appropriate numbers of people.

Each trip carries a risk assessment that has a Potential Hazards/Risks and Prevention/Control Action. This has an excellent summary of any issues related to the trip.

The headmistress is committed to ensuring children are not put at risk and protected whilst staying at any off site accommodation.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lead Inspector _____ **Signature** _____

Date _____

PART D**HEAD'S RESPONSE**

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

We would welcome comments on the content of this report relating to the Inspection conducted on 8th and 9th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

General Comments:

We feel that the Welfare visit of the previous year was a good preparation for the full inspection. We built up a good working relationship with the Lead Inspector and benefited greatly from her advice. In this full inspection we were able to welcome a Boarding Sector Specialist Inspector who worked alongside the two CSCI Inspectors.

We are grateful for the draft report in highlighting those areas in which we do well and in pointing out those areas where further development would be beneficial. We have read the draft report very carefully and agree with most of what is there. Some of the recommendations have already been carried out, and an action plan for the rest will be developed when the new Head of Boarding takes up her post in January 2005. However, we have a number of issues on which we would like to add information or seek clarification, as well as a few points with which we disagree.

BS34: The CRB clearance for the son of the retiring Housemistress, which had been initiated before the Boarding Inspection, and has finally come through.

BS44: This recommendation has already been carried out.

Comments on Advisory recommendations

BS18: Although there is no equal opportunities policy as such, all school documents and the whole ethos of the school demonstrate a commitment to equal opportunities and an avoidance of discrimination. No evidence of discrimination was found during the inspection. However, an Equal Opportunities Policy for the whole school is now under development, and we will also specifically include in the definition of bullying in the existing anti-bullying policy.

BS31: This will be addressed with our incoming Head of Boarding.

BS5: We are including the name and contact details of CSCI in our Complaints Policy.

BS4: This will be investigated and clarified with our incoming Head of Boarding.

BS6: The School, in its entirety, operates a non smoking policy. The Boarders can, however, raise issues of concern and these would be considered. Our new Head of Boarding will investigate and review the appropriateness and consistency of punishments across all boarding houses.

BS9: The School has already got a Major Crisis Plan with specific procedures relating to fire and accidents on site which might affect boarders. However, there is no specific mention of major illness. The SMT is in the process of revisiting the Major Crisis Plan in the light of current guidance from the government and will include all areas stated in the standard.

BS11: The School will continue to look for even more varied activities for the boarders. However, whether or not the trips are compulsory is a complex and sensitive issue, and many factors have to be taken into account in a review of this area.

BS24: Arrangements have already been put in place for a more varied menu for evening and weekend meals.

BS40: We already have a rolling programme of maintenance which will ensure that re-decoration and other maintenance is carried out on a realistic timescale. The draft report acknowledges that our programme of decoration “should be retained”. We seek clarification on what changes to our current plans and activities are actually being recommended.

BS41: This recommendation will be considered by the new Head of Boarding.

BS42: This is already current practice so we do not see how it can be a recommendation. However, discussions have already taken place with the housekeeper and the Assistant Head of Boarding regarding a more effective system for the sanitising and replacement of mattresses. We would appreciate clarification on this recommendation.

BS44: Having mixed ages in each boarding house has a number of pastoral and logistical advantages. All the present toilet and bathing facilities enable all boarders to have total privacy. However, this situation will be reviewed.
As noted above, the recommendation relating to sharing between staff and pupils has already been implemented.

BS48: Discussions have already taken place between the Headmistress and the Assistant Bursar concerning the provision of a designated sick bay for boarders. Plans are being drawn up prior to seeking planning permission.

BS47: The ponds were seen to be safe and secure by the Inspectors. However, the school has now drawn up risk assessments for them.

Comments on Key Findings and Evidence sections of the draft report

Page 16 BS3: Only the Boarding Houses cleaners have not had Child Protection training. This will be remedied in January 2005 with the incoming Head of Boarding.

Page 21 BS14: In our opinion the school meets this standard. The CRB matter is dealt with under another standard (BS38) and should not influence the rating for BS14.

Page 23 BS16: We believe that the school meets this standard. All boarders are regularly checked and adequately looked after by a member of staff. The issue of separate accommodation is rightly dealt with under Standard 48.

Page 33 BS39: We believe that the document provided to the inspection team, entitled “Agreement for resident adults not employed by the school”, does clearly state the terms of their accommodation, but we agree that further clarification needs to be given on contact with boarders.

Page 34 BS40: the issue of soundproofing in Avondale has never, to my knowledge, been raised with the school by the boarders. We would appreciate clarification as to the accommodation issue which requires soundproofing.

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 30th February 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

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 Susan M Gorham of Burgess Hill School for Girls 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 Mrs Susan M Gorham

Signature

Designation Headmistress

Date 20/01/05

Or

D.3.2 I, _____ of Burgess Hill School for Girls
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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000014414.V186472.R01

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



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