



Making Social Care
Better for People

inspection report

Boarding School

Windlesham House School

Washington

Pulborough

West Sussex

RH20 4AY

7th March 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

Windlesham House School

Address

Windlesham House School, Washington, Pulborough, West
Sussex, RH20 4AY

Tel No:

01903 874700

Fax No:

01903 874702

Email Address

office@windlesham.com

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

Malden Trust Ltd

Name of Head

Mr. P Lough

CSCI Classification

Boarding School

Type of school

Independent boarding school

Date of last boarding welfare inspection

23/09.03

Date of Inspection Visit		7th March 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Mrs L Driver	077537
Name of CSCI Inspector	2	Mrs S Rodgers	
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 P LOUGH	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Windlesham House 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.

Windlesham House School is a preparatory boarding school for girls and boys situated a few miles north of Worthing West Sussex. The school is an educational charity, a company limited by guarantee known as The Malden Trust. Children between the ages of eight and thirteen are accommodated at the school.

Boarding is on full time basis and accommodation is provided in the main part of the school building, with separate houses for each gender.

The headmaster is Mr P Lough.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Happy, smiling children who enjoy their time at the school.
- Very good standard of boarding provision/accommodation.
- Committed staff at all levels.
- Excellent focus on Child Protection.
- Good, nutritious and plentiful food.
- Excellent range of activities on offer to children.
- Excellent levels of supervision.
- High numbers of staffing in the boarding houses.
- Numerous avenues for children to contact parents and family.
- Excellent pastoral care.
- Happy parents who voiced extremely complimentary words regarding the school and staff as a whole.
- Very good school/parent communications.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Rise awareness to staff for the provision of risk assessments to be in place.
- Revisit risk assessments to update them.
- Obtain consent for first aid administration.
- Ensure recommendations for Environmental Health Department have been addressed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection was carried out by two inspectors from CSCI over two days. This is the first full inspection under CSCI working in accordance with the National Minimum Standards for Boarding Schools.

Prior to and during the inspection the school was experiencing a flu epidemic, and it was decided that the numbers of inspectors carrying out the inspection would be limited, hence there being two inspectors only. It must be noted that the headmaster was fully supportive of the inspection taking place despite the difficulties of the flu situation. All areas of the inspection process were completed with no omissions.

Prior to the inspection the inspector received feedback from parents, boarders and other agencies that have contact with the school. Parental feedback was extremely complimentary with words expressed of high standard for all round care and parent/school communication. Boarder feedback raised no areas of concern. Other agencies such as the Fire Service, Environmental Health Department and the local Social Services all voiced no concerns.

The inspection resulted in twenty-eight of the standards being met, twenty being exceeded and one with a minor shortfall. Three of the standards were not applicable to this school.

This was an excellent inspection with evidence of very high standards of welfare care for all the boarders at Windlesham House School.

The recommendations stated at the beginning of this report are minor and it is expected that the school will be able to address them in the near future to be able to meet or exceed all the standards. The school expressed their commitment to ensuring standards are monitored and continually reviewed.

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	BS15	It is recommended the school obtain parental permission for the administration of first aid.	September 2005.
2	BS23	It is recommended that a senior member of the school monitors the medical centre records. See appendix 3 of the National Minimum Standards for Boarding Schools.	June 2005.
3	BS24	The school need to inform CSCI of when the outstanding recommendations of the last Environmental Health Inspection will be met.	June 2005.

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS4	The school is advised to make sure all staff record all punishments given.
2	BS4	The school may wish to revisit their restraint policy.
3	BS24	The school may wish to consider renewing the kitchen dishwasher in the future.

4	BS29	The school may wish to review all activities to ensure all high risk activities are risk assessed.
5	BS47	The school may wish to look at the risk assessments for the whole school buildings, activities, school trips and grounds to update their records.

*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

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • 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	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	07/03/05
Time of Inspection	09.00
Duration of Inspection (hrs.)	41
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**

8

TO

13

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

Boys	155
Girls	96
Total	251
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?"

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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

The school has a suitable statement of boarding principles and practices. The school has a parents handbook, boarders handbook and information for staff regarding boarding. All staff receive a handbook that is comprehensive and updated regularly. It is the inspectors view that the written material available on boarding is a true reflection of the actual boarding practice at the school.

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence

Standard met?

4

The school has an Anti-bullying policy that meets the recommendations of this standard. There are individual policies for junior anti bullying and senior anti bullying. Results of the pupil questionnaire showed there to be no major bullying issues at the school. Staff confirmed that all allegations of bullying are taken seriously and dealt with promptly although in practice there has not been any bullying issues for some considerable time. Boarders confirmed that they would feel confident in talking to numerous members of staff if they felt they were being bullied either from a peer or adult. Boarder survey results also confirmed this. The boarders also confirmed that they would be listened to and action would be taken to resolve the situation. This underpins the schools atmosphere of being open and receptive.

The excellent supervision that is in place for boarders at all times of the day and night decreases the chances for bullying to take place and is reflective of the high importance the school places on bullying.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

97

%

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?**

4

The school has a Child Protection policy that meets the recommendations of this standard and is currently being reviewed and updated. There have been no child protection issues at Windlesham school since the last inspection. The head teacher is the named member of staff designated to take responsibility for Child Protection. He highlights Child Protection at every staff meeting/inset day each term. All staff are very informed of action to take if an allegation was made and who to contact in the school. The West Sussex Child Protection procedure is available for all staff in the school. The school has consulted the document "Working together to safeguard children" when reviewing their current policy.

The inspector noted that Child Protection training has been arranged for April 2005, being delivered by the local Social Services department. Training is also provided to all ancillary staff on a very regular basis.

The school have a designated Governor who takes a key role in Child Protection.

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?**

4

The inspector observed very high standards of good behaviour by boarders whilst carrying out this inspection. Boarders confirmed they are well informed as to what is expected of them regarding what is and what is not acceptable behaviour. There is much information in the pupils handbook regarding codes of conduct for different areas of the school and activities.

Information is provided in the parents handbook regarding rewards and sanctions. Rewards range from stars to special prizes. Sanctions range from a quick verbal reprimand to detention to a fatigue (loss of free time) to full suspension. Inspectors noted no concerns around consistency of punishments or rewards.

The school needs to ensure that all punishments given by staff are recorded, even if a quick verbal reprimand.

The school may wish to revisit their restraint policy in the near future.

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?	4
<p>The school has a complaints procedure in place that is available for in the parents handbook. The policy makes reference to the local CSCI office. It identifies the different stages of dealing with a complaint; Informal, formal and Panel hearing.</p> <p>The inspector spoke with the headmaster and he evidenced verbally satisfactory practice in dealing with complaints. He keeps comprehensive records of all complaints he deals with. Boarders have many adults they can go to if they have a complaint.</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?	4
<p>The assistant head is responsible for drawing up and ensuring delivery of the whole school PSHE programme. Through discussion with the assistant head it was clear that much thought had gone into ensuring the programme contained material that was age appropriate and relevant to the 21st century needs of children. The school has not had any problems around smoking or drinking by boarders.</p> <p>The PSHE programme commences in the boarders first year and continues through to their final year. The assistant head is very aware of ensuring the programme supports the older boarders going onto senior schools and the difficulties they may face.</p> <p>The assistant head evidenced that she is continually reviewing the programme to accommodate the changing difficulties children face in society.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Boarders have individual records containing health and welfare needs. These include drug reactions, major allergies and notable medical conditions. This information is available in the schools medical centre for the nursing staff to access. It is only the nursing staff who administer medicines or treatment to boarders.</p> <p>Records seen identify the person with parental responsibility. Information about welfare needs and any special provision is made available to those staff who need to know. Confidentiality of information about boarders is maintained.</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

There is a clear management structure that is effective. Senior boarding staff have the experience and training to fulfil their roles. The school has a governing body that meets very regularly. During the inspection an inspector spoke with one of the governors who confirmed the "body's" commitment to ensuring good provision and practice in the school. Governors visit the school periodically and attend regular meetings to monitor welfare provision. The inspectors noted that the headmaster, deputy head and assistant head are very visible in the school and both staff and children felt at ease to access them. Staff spoken to confirmed they are supported by senior boarding staff and are able to undertake training opportunities with regards to boarding practices.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

4

The school were experiencing a "flu" epidemic during this inspection. The inspector heard of the plan that had been put into place to ensure all children were cared for satisfactorily and how the school provided protected for others. It was clear that the medical staff had been working under a great deal of stress with large numbers of sick children but in practice they handled the situation extremely well. By the time the inspection was carried out the worst was over and staff were handling less numbers of ill children. It was clear that all staff in the school were on hand to help during this difficult time. The inspector was informed that the school now plan to review their crisis plan as a result of this epidemic to include areas that in practice need to be included. There are planned responses to other major crises available in the school.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence**Standard met?**

3

The boarding houses are organised to provide appropriate protection and separation of boarders by age and gender. There is a boys house and a girls house with each dorm having boarders of similar age.

Both of the houses provide similar facilities and are of similar physical condition. It may be noted that a few of the boys dorms are in need of some minor maintenance work but even so the accommodation is not significantly different.

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?**

4

The inspectors saw and heard of a wealth of activities on offer to all boarders, ranging from Pottery to cooking to swimming to DVD watching to skateboarding and other sport activities, all extremely well supervised by staff.

All activities were seen to be very well supervised and boarders keen to experience new activities they were offered. All boarders spoken to confirmed that they felt they had lots to do during free time.

Internet access is available to children during many times of the day and evening. Suitable blocks/safeguards are in place to minimise the risk of boarders accessing inappropriate material. The inspectors visited the IT room where large numbers of children were seen using the IT computers to send or view e mails from home and friends. This appears to be a very important communication tool for the boarders and one that is supervised closely by staff and very well resourced.

Boarders have sufficient free time during the day.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?**

4

Boarders have many avenues to express their views of boarding life and provision.

The inspector sat in on a school council meeting with representation from the older children who brought ideas and issues to the meeting in a mature and structured manner. They were listened to and responded to with respect. Many of the ideas they brought to the council were to be acted on and ideas from previous meeting were raised to ensure they had been addressed.

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
The school does not have prefects although they do give all children in their last year a taste of leadership. This is called ones` responsibilities and may include helping to organise various areas around the school, helping younger children to read, and dormitory supervision. This is monitored closely by all staff and appears to work well.		

Standard 14 (14.1 - 14.6)		
Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.		
Key Findings and Evidence	Standard met?	4
<p>It is clear from boarder discussion groups that all boarders have many staff and outside adults who they can contact with a problem or worry. Staff in the school have an approachable manner and boarders confirmed they would feel at ease talking to them. Evening Matrons who come in to assist the boarders showering and going to bed were other staff who boarders felt they could talk to.</p> <p>The school provides access to an Independent Listener who was interviewed during this inspection. She is suitable qualified and has undergone a CRB check. Information is displayed at phone points around the school of how to make contact with her.</p> <p>A school counsellor is also provided with referral via the school. She was interviewed briefly during this inspection and again is suitable qualified and has undergone a CRB check.</p>		

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
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The school medical provision is excellent with a modern medical centre that was constructed in 2003. All nursing staff are qualified and have active UK registration with The Nursing and Midwifery Council. They have undergone a CRB check.

All boarders are registered with a local GP practice providing both male and female GP's. It was noted that the GP's had visited the medical centre on many occasion over the week prior to the inspection due to the flu epidemic. There is excellent relationships between the school and the local medical centre and its staff.

Records showed that staff access dental and optical services if needed.

First aid is given by the qualified nurses plus many other members of staff are first aid trained. The school is advised to get parental consent for the administration of first aid as recommended in this standard. (15.14)

Prescribed and non prescribed medication is given only by the nursing staff. Consents are in place.

Boarders do not keep their own medication, Asthma inhalers are kept in the medical centre with a good system in place to ensure boarders have access to them whenever they need to.

Records of all medication and treatment given by the nurses is kept and found to be in good order.

Due to the flu epidemic the inspectors took a brief tour of the medical centre and found it to be welcoming, well organised and very comfortable for ill children.

It is reflective of the schools approach to achieving high standards of welfare provision that financial investment into the medical provision of the school has taken place.

Once the school have addressed consents around first aid they will achieve a scoring of 4.

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?	4
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Facilities as stated in standard 15 are of a very high standard. Ill boarders are accommodated in one of three rooms that can accommodate two boarders in each one. Washing and toilet facilities are excellent. Each room has a TV for children to view during their stay in the medical centre. The nurses are very close to hand and readily available if needed. Nursing staff sleep in at night, seven days a week.

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?	4
The inspector viewed records that showed individual welfare needs are identified and a plan of care is drawn up and made available to staff who need to know. The inspector tracked one boarder with a special welfare need and found all records to be satisfactory with all staff who need to know in possession of relevant information.		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
During this inspection the inspectors saw of and heard of no discrimination whatsoever. Policies and procedures in place cover all aspects of anti-discriminatory practice. Appropriate provision is made for those boarders with special religious and dietary needs.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	4
Boarders have many avenues to contact parents and family. The use of computers is a well resourced and used facility plus use of the many telephones around the school and boarding houses. Letter writing is encouraged also. Parental feedback was very complimentary about staff contact regarding their children. No boarder expressed any concerns around parental contact. Telephone numbers are visible near telephones of how to contact child help lines. During the evening the inspectors spent in the boarding houses many boarders were seen speaking to their parents on cordless phones with a time limit of three minutes. The inspectors were informed that if all the phones are in use then a time limit may be imposed but this does not occur frequently.		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
The school does not keep pocket money for the boarders and they are advised not to bring any in. For any overseas boarders that do bring in money the Senior Matrons will keep the money and return it to the boarder at half term. Records are kept. Boarders are given a small sum of money for outings and this is will be included into the school account for each child. Each boarder has a suitable lockable storage space being their lockers in their classrooms. Feedback from boarders indicated they would like to have them in their dormitories. This is an area the school may wish to develop in the future.		

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
Boarders confirmed they receive written information on boarding issues. New boarders are allocated a “mentor” when they first arrive at the school. The mentor helps them to settle into school life and boarders spoken with confirmed that this system works well and they feel supported by both peers and staff.		

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

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
All but one of the recommended list of records are monitored by a member of the senior staff. The school need to ensure that the medical centre records are included in the monitoring system. See appendix 3 of The National Minimum Standards for Boarding Schools.		

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

Catering is provided in house with a catering manager in place.

During the inspection inspectors took breakfast, lunch and supper with the boarders and found the food provision to be of a very good standard.

Boarder survey feedback showed 17% of boarders felt the food was good, 55% in the middle and 26% felt it was bad. This was not reflective on feedback from discussion groups or conversations had with children during the meal times where feedback was good.

Meals provided are nutritious with an emphasis place on low sugar content. There is good choice of both meat and vegetarian, hot and cold food. The dining rooms is friendly and just sufficient in size to cater for the children. There is a system in place that gives the different age groups different times for meals. No long queues were seen during the inspection.

The inspectors noted that all boarders were very well supervised at meal times with staff ensuring they had sufficient portions and a good variety of food on their plate. Staff sit with children during meal times.

The inspector spoke with the catering manager and she confirmed that all staff have CRB checks and have been recruited in line with the schools recruitment procedure. Staff receive regular training appropriate to their role in the kitchen.

The school last had an environmental health inspection in May 2004 and noted there are still some outstanding structural recommendations.

The inspectors were informed that over the Easter holiday period this year the servery area is undergoing refurbishment.

Future investment in catering equipment is indicated especially the dishwasher as feedback from boarders indicated some of the cutlery is not as clean as it could be at times and the catering manager indicated it was not as efficient as it could be.

The school has a food committee that meets once a term with representatives from each house. The catering manager confirmed she does take suggestions on board.

As well as the mealtimes stated above boarders also have a break time during the morning where milk, biscuits, bread and oranges are available. Little tea, during the afternoon consists of cake and fruit. Following supper there is also biscuits and squash available as well as fruit.

The catering department currently provides special diets for; no wheat, lactose intolerance and peanut allergies. (all staff are trained in the administration of Epi-pens)

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

Provision of snacks and drinks is good. Water fountains can be seen in many places around the school including the boarding houses. Snacks are available to boarders as stated in standards 24.

Due to this being a preparatory school there is no provision for boarders to prepare their own food.

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

Key Findings and Evidence	Standard met?	3
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All boarders and staff were well informed of emergency evacuation procedures with regular drills taking place. Records are kept of all fire drills that are carried out at different times of the day and night.

The school has carried out a fire risk assessment of the whole school site and are advised by the fire service to undertake regular reviews of this risk assessment.

There are no outstanding recommendations from the Fire Service and a letter received by CSCI from the local fire officer dated 24th Feb 2005 confirms this.

Emergency lighting, fire alarms and fire fighting equipment are checked on a regular basis with records kept.

The inspector saw special equipment in place for one child with specific needs to ensure he is aware of the fire bell going off.

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
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The inspectors saw of and heard of no onerous demands placed on children during this inspection. Parent and boarder feedback indicated no concerns.

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
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Not applicable to this establishment.

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
<p>The inspector viewed some risk assessments for high risk activities that have resulted in protocols for use by the children being put into place. All activities are supervised by staff. Evidence of suitable safety equipment being used was seen by the skateboarders wearing necessary protective clothes/equipment.</p> <p>It is recommended that the school ensure all activities are reviewed for their degree of risk and assessments carried out if necessary, for example the use of pottery making equipment as discussed with the headmaster during feedback.</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>Boarders have access to newspapers and television to access events in the world outside school.</p> <p>Due to the age of the children accommodated at the school no child is allowed to leave the school site unaccompanied. Older children go into the local village with staff accompanying them.</p>		

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?	4
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Staff supervision is of a high level and should be commended. All areas that boarders may access are supervised by a member of staff. There is clear information for boarders to know which member of staff is available at all times of the day and night. There is a good mix of gender in staffing.

The inspectors were present in the boarding houses one evening and noted the high numbers of evening matrons who come in to assist in evening duties such as showering, sorting of clothes and going to bed. Each individual dorm has an allocated matron who is on hand to help the boarders and were seen to be offering much support and guidance.

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
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Due to the ages of the boarders accommodated at the school no child leaves the premises unaccompanied. Staffing numbers for trips off site are good and in line with the DfES guidance "health and safety of boarders on Educational Visits".

The school does have gap students but they are not left alone in charge of boarders without a supervising member of staff.

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?	4
<p>There are many staff present and sleeping in the boarding house at night who the boarders can contact if necessary. This ranges from the head of girls and boys boarding to senior matrons and tutors who carry out boarding duties. Boarders confirmed they knew who was on duty and felt at ease seeking assistance of necessary during the night. The provision of a bell outside staff rooms is in place.</p> <p>A good registration procedure enables staff to know which boarders are sleeping in each night.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
<p>The inspector viewed sample records that showed all staff have job descriptions that reflect their roles and that any role of spouses and partners of staff within boarding houses is made clear in individual contracts.</p> <p>There is a system in place for the supervision of contract staff such as cleaners.</p> <p>All ancillary staff receive information and training on child protection during the whole school staff meeting at the start of each term.</p> <p>The school carries out appraisals on all staff.</p> <p>Opportunities are available for staff to attend training relevant to their roles and this practice must be continued.</p>		

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
<p>Staff are in possession of the staff handbook that gives information on all aspects of the school and boarding practices. Additions and reviews are commented on during whole staff meetings held at the beginning of each term.</p> <p>All staff spoken with during the inspection were well informed of the schools policies and procedures.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>Staff/ boarder relationships were seen to be very respectful with no inappropriate favouritism or antipathy of staff towards individuals or groups.</p> <p>Boarders stated that staff looked after them very well and no concerns were received from parents about staff boarder relationships. All feedback was extremely complimentary about staffs relationships with boarders.</p> <p>Inspectors saw children approaching staff with ease and being communicated with in a respectful manner. Boarders spoke of staff with respect too.</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
Staff supervision of boarders gave no cause for concern. Staff spoken with were very aware of the appropriateness in patrolling the accommodation without being too intrusive or putting themselves in inappropriate situations.		

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?	3
The inspector viewed sample records of a wide range of staff employed by the school found them to be satisfactory and meeting the recommendations of this standard. As with all establishments the school needs to be sure that all their recruitment procedures are watertight.		

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?	3
All adults visiting the boarding houses are kept under staff supervision. All adults entrusted to boarders have been subject to a CRB check, and this included Taxi services. There are written agreements between the school and any adult not employed by the school but living in the same building as boarders. This specifies the recommendations of this standard.		

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?

4

The school has two boarding houses, one for girls and one for boys.

The houses are appropriately lit by natural and artificial light, adequately heated and ventilated. All areas of the boarding houses were seen to be very clean.

The standard of decoration ranges from excellent to very good. One or two of the boys dorms will need redecoration in the near future. The inspector was informed that is due to take place in the summer of 2005.

Furnishings range from excellent to good. All furnishings are comfortable and in good condition.

The inspectors carried out tours of the two houses and found them to be very welcoming and brightly decorated. The girls accommodation is particularly well furnished and decorated and is of an excellent standard. The boys accommodation is of a very good standard, again welcoming and brightly decorated.

Communal areas in both houses are excellent with new furnishings.

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
Boarders sleeping areas are for boarders to access only. As this is a predominately a boarding school there is no concern of day pupils accessing boarding accommodation. The school has CCTV in place. Suitable security procedures are in place but as with all schools the need to continually review security needs to take place. Through discussion with the headmaster and Bursar it is clear that the school do review this area continually and see it as a high priority.		

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?	4
Sleeping accommodation is very sound. Beds are of sufficient size for the ages of the boarders with no complaints of uncomfortable mattresses. Bedding is clean and individual duvets were seen. Most of the boys dorms have bunk beds or cabin beds. The girls beds are all single ones. All beds have sufficient space around them for boarders to change comfortably. Overcrowding is not indicated for the ages of the children at the school. All sleeping areas are carpeted and suitable storage areas are supplied for each boarder. Staff accommodation is fully separated from boarder accommodation although within very close proximity for assistance. Inspectors saw evidence of boarders personalising areas of the dorms with posters and personal items.		

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
All children undertake prep in the main school and not in the boarding accommodation. Suitable facilities are offered in the school and prep is very well supervised.		

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?	4
Toilet and washing facilities are very good with sufficient numbers of toilets, sinks, urinals, showers and baths. Each house has a good system in place, to ensure there is no queuing for showers, where the borders have allocated times according to their age. All toilets, showers, urinals were seen to be very clean. All showers offer a suitable degree of privacy. Staff do not share boarders facilities and have their own.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
There are suitable changing facilities in the main school for all children to use. Some have recently been upgraded.		

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?	4
<p>Boarders has access to a large range of recreational areas and activities, both inside and outside, that are all very well supervised. See standard 11 for information on activities. All communal areas in the school are furnished to a high standard and very well resourced. Staff are aware of the need for some boarders to have their own space and time and there are areas for them to do so within limits.</p> <p>Inspectors were informed that boarders are able to access Houseparents accommodation or other staff accommodation when invited other than junior teachers accommodation. They must be accompanied by at least one other child.</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
All areas seen by the inspectors were free from hazards to boarder safety. All windows above the first floor have restrictors in place. Risk assessments are in place for those areas identified as a risk. The school is advised to look all areas of risk in the school buildings, activities or grounds and ensure that are in place/ update their records.		

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?	4
The school exceeds this standard in the provision and number of beds for sick children. See standard 16 for more information.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Laundry provision is well organised and efficient. There are designated staff who handle laundry. No concerns were raised by boarders or parents about this area.		

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 can access the school shop that sells stationary items and is open at different times during each day. More personal items are bought by the matrons.		

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 establishment.		

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 carry out risk assessments on all off site accommodation used by the school. Staff supervision is of a high standard. The school evidenced that it takes reasonable, appropriate and effective steps to safeguard and to promote the welfare of children while they are accommodated off site when on trips.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector Mrs L Driver **Signature** _____

Date 15 March 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 7th and 8th March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

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 July 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	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Philip Lough of Windlesham House 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	Philip Lough
Signature	_____
Designation	Headmaster
Date	14/04/05

Or

D.3.2 I _____ of Windlesham House 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	_____
Signature	_____
Designation	_____
Date	_____

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

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