



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Rookwood School

**Weyhill Road
Andover
Hampshire
SP10 3AL**

Lead Inspector
Brian McQuoid

Announced Inspection
15th May 2006 10:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school Rookwood School

Address Weyhill Road
Andover
Hampshire
SP10 3AL

Telephone number 01264 325900

Fax number

Email address

Provider Web address

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

Name of Head Mrs Margaret P Langley

Name of Head of Care

**Age range of boarding
pupils** 7 to 16 years.

**Date of last welfare
inspection** 16/10/03

Brief Description of the School:

Rookwood School Trust Limited is a charitable trust established for the education of children and owns Rookwood School. The school is an independent day and boarding school that is co-educational and which offers education to pupils from 3 to 16 years. The school is situated on a large eight acre site in Andover within walking distance of local amenities. The school has two boarding houses both of which are large detached houses adjacent to each other and set in a residential street a short distance from the main school site. At the time of the inspection there were 25 boarders aged from 8 to 15 years, 6 of these were boys and 19 girls. The majority of the boarders at the school are from families where parents are serving with the armed forces.

SUMMARY

This is an overview of what the inspector found during the inspection.

This inspection was undertaken in conjunction with the ISI (Independent School's Inspectorate) and involved one inspector being at the school over a period of two days . Boarders were surveyed prior to the inspection and parents were able to contribute their views on boarding as part of a questionnaire sent to all parents by the ISI. During the course of the inspection the inspector met and spoke with the school's head, all of the boarding staff team, the bursar and two separate groups of boarders selected at random. In addition two boarders provided the inspector with a tour of the premises, including the boarding houses and staff and boarders were joined for their evening meal on the first day. Relevant records and documentation were looked at also over the course of the two days.

What the school does well:

The school is good at providing an environment for boarders where their welfare is well protected and they feel safe. There is a 'homely' feel within the boarding houses, boarders get on with each other extremely well with bullying not an issue and there are good relationships between boarders and the boarding staff team. The boarding staff are well qualified to carry out their role and all displayed a good awareness of child protection and the relevant procedures. There is good health care provision for boarders and regular opportunities for them to contribute their views. A wide range of activities is provided and staffing levels for boarders during the evenings and weekends is good.

What has improved since the last inspection?

There has been a significant increase in the number of boarders since the previous inspection with the addition of a further boarding house. The property directly adjacent to the existing boarding house was purchased and converted for boarding purposes. There is now more communal space available to

boarders including the gardens which have been joined up to make one large recreational area.

There were 16 recommendations arising from the previous inspection carried out during October 2003, of these 14 have either been addressed satisfactorily or are to be addressed within the coming year as part of the school's development plan.

What they could do better:

The school need to ensure that the formal complaints process available to boarders is clearly detailed in literature provided for them. The recruitment procedures for ancillary staff to be stringently applied and the school need to ensure that all independent persons appointed are appropriately vetted.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

JUDGEMENT – we looked at outcomes for the following standard(s):

6 and 15.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

The health of boarders at the school is suitably promoted and there are good arrangements for them to receive first-aid and health care as necessary.

EVIDENCE:

The school has policies in place in relation to alcohol, smoking and substance abuse. These areas as well as sex education were seen to be included as part of the school's PSHE programme and boarders confirmed that they covered these topics in class.

The housemistress in charge of boarding is a qualified nurse who is registered with the NMC and evidence of which was seen during the inspection. The other 3 members of staff making up the boarding staff team have also received first-aid training and so there is always a trained first-aider on duty within the boarding houses. Some boarders remain registered with their home GP but the majority are registered at the local surgery. Boarders reported visiting the surgery accompanied by a member of staff but being able to see the doctor alone. The housemistress reported the school receiving a good service from the local surgery with times reserved for pupils to attend. Boarders are encouraged to attend their local dentist while at home but emergency treatment is available at the school when necessary. Medication within the boarding houses was seen to be stored securely and records of administration were seen to be being maintained satisfactorily. No boarders were self-

medicating at the time of the inspection other than those with asthma inhalers. Records of accidents were seen to be maintained and written parental permission for the administration of medication and for emergency medical treatment were seen to be in place.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- 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.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 3, 4, 5, 26, 37, 38,39, 41 and 47.

Quality in this outcome area is adequate. This judgement has been made using available evidence including a visit to the service.

The school provides an environment for boarders within which they feel safe and where there are good arrangements for protecting and promoting their welfare. Standards of pupil behaviour are extremely good, bullying is not a problem within the school and there are good relationships between boarders and the staff looking after them. Staff are suitably trained in relation to child protection and the recruitment of teaching and pastoral staff is carried out appropriately. The procedures for recruiting ancillary staff need to be tightened up and boarders need to be made aware of their right to complain and provided with relevant written information in relation to such.

EVIDENCE:

The school have an anti-bullying policy in place that is provided to boarders and their parents . Of the 24 questionnaires completed by boarders prior to the inspection 21 reported never being bullied with 3 saying they were hardly ever bullied. Boarders spoken with during the inspection confirmed that bullying was not a problem within the school and observations showed that boarders related well to each other with no evidence of any bullying taking place.

The school's child protection policy was provided for staff and copies of 'Working Together to Safeguard Children' and the latest guidance from the Dfes in relation to protecting children within education were also available to staff. All four of the boarding staff team displayed an awareness of child protection as an issue and knew how to respond to suspicions or allegations of abuse. All had attended an inset day at the school covering the topic of child protection prior to the start of the autumn term 2005 and the housemistress and her assistant had also attended specific child protection training provided by the social services department of Hampshire County Council. Ancillary staff at the school do not receive any specific guidance relating to child protection. The school's head is the designated child protection liaison officer and has undertaken training relevant to the role. Copies of ' Working Together to Safeguard Children' are available to staff within the school and boarding houses. A policy was seen to be in place for dealing with any incident of a boarder going missing.

Boarders were clear about the school's expectations in relation to their behaviour and the overwhelming majority reported in the boarders survey that any sanctions applied were done so fairly. The school have a behaviour policy in place and a log is kept for the purpose of recording major punishments. There were no entries in the log. A restraint policy was also seen to be in place. Observations during the inspection both in the boarding houses and within the main school site showed pupils at the school to be extremely well behaved.

The school have a complaints policy that is provided for parents and which is also contained within the staff handbook. There is no written information provided for boarders in relation to making a formal complaint to the school. The school complaints log was seen to contain letters of concern from some parents which had been responded to appropriately but there were no recorded complaints from boarders and no concerns that had progressed to the formal complaints procedures.

The school have emergency evacuation procedures that are displayed within the boarding houses and boarders spoken with were familiar with these. Records showed that fire drills were carried out on at least a termly basis and that fire alarms, emergency lighting and fire safety equipment were being checked and tested on a regular basis. The inspector was informed that the

local Fire and Rescue department had inspected the school recently including the boarding accommodation and that there were no requirements arising from the inspection.

Boarding staff were aware of the need to respect the privacy of boarders and in discussions with groups of boarders during the inspection they confirmed that staff showed due respect for their privacy.

Personnel files were sampled during the inspection and those of teaching and pastoral staff were seen to conform to the National Minimum Standards in terms of recruitment procedures. A checklist was in place in line with the standards and staff were not commencing employment until CRB checks had been carried out. There were however some gaps in recruitment procedures for ancillary staff. In one instance no references had been requested and in two cases CRB checks from previous employers had been accepted inappropriately. The inspector was informed that the school do not employ agency staff and that boarders do not travel unaccompanied in taxis.

The school's boarding accommodation is located a short distance from the main school site and as such is not subject to any access by the public. The main entrances to both boarding houses are locked at all times and boarders are not permitted to answer the door. Boarders were clear about having to summon a member of staff to answer the door to visitors and this was the experience of the inspector when visiting the houses. Main entrances to both houses are alarmed at night. The inspector was informed by boarding staff that work carried out within boarding houses was normally done during the school day when boarders were not present and that if there were exceptions to this staff would always be around to ensure there was no unsupervised access to boarders. On the main school site there is a coded lock on the entrance to the main school building and a system in place for visitors to sign in and wear visitors badges. A side entrance at the front of the school was seen to be open during the school day and to provide access to the school premises which was not being monitored in any way.

The school have a Health and Safety policy in place and an associated committee that meets on a termly basis. Minutes of the meetings were seen by the inspector and showed action being taken to address matters relating to health and safety within the school. A system is in place within the school for carrying out risk assessments and some examples of risk assessments in place were seen. These included the use of the swimming pool, fire safety and off-site trips. Windows within the boarding houses that presented a potential risk to boarders were seen to have restricted openings and there were no identifiable hazards observed in the boarding houses during the inspection.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

JUDGEMENT – we looked at outcomes for the following standard(s):

14 and 18.

Quality in this outcome area is adequate. This judgement has been made using available evidence including a visit to this service.

Boarders at the school receive good levels of personal support from staff and are not subject to any inappropriate discrimination. Independent listeners recruited by the school need to be appropriately vetted.

EVIDENCE:

In the pre-inspection survey all boarders identified someone they would go to with a personal problem and the majority had one or more members of staff who they could approach. The groups of boarders spoken with during the inspection confirmed this to be the case. The school has two independent listeners who visit and spend time in the boarding houses. Boarders knew who they were and what their role was and were also aware of their contact details being displayed within both houses. In addition the school also has a counsellor who visits the school site on a weekly basis and is available to all pupils. One boarder reported having benefited from seeing the person concerned over a period of time. One of the school's independent listeners had not been subject to CRB checks carried out by the school.

The school's documentation was seen to demonstrate a commitment to equal opportunities and this included admissions and recruitment policies. The school reported that there were currently no special religious, cultural, racial or linguistic needs of boarders that required them to make arrangements for. There was however anecdotal evidence from boarding staff who reported in the past having made special arrangements for a boarder who was a muslim. There was no evidence either from observations or from discussions with pupils during the inspection of any inappropriate discrimination occurring within the school.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 19.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Boarders are provided with opportunities to contribute to the operation of boarding within the school and have suitable facilities to enable them to maintain private contact with their parents and families.

EVIDENCE:

House meetings are held for all the boarders on a weekly basis with minutes taken which were seen by the inspector. Boarders confirmed that the meetings provided them with the opportunity to express their views on any aspect of boarding and that their views are taken into account. Activities and food are two areas cited where the views of boarders have influenced things. The pre-inspection questionnaire completed by the school's head also reported that boarders views had been sought in relation the redecoration of parts of the boarding houses.

Boarders confirmed being happy with the provision for maintaining contact with their parents and families. Each boarding house has a telephone booth , both of which provide privacy but to differing degrees. One booth has a clear glass window and is not sufficiently soundproofed. The housemistress informed the inspector that these shortfalls had been identified and were to be addressed. Boarders also reported being able to e-mail parents from the study room computers within one of the boarding houses and being able to receive and write letters in private.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

JUDGEMENT – we looked at outcomes for the following standard(s):

No standards under this heading were assessed during the inspection.

EVIDENCE:

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 23, 31 and 34.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Suitable written information is provided for boarders, parents and staff in relation to the operation of boarding within the school. Relevant records in relation to boarders welfare are monitored appropriately and there is good provision for the supervision of boarders at all times. Boarding staff have specific duties, are provided with good support and receive suitable induction and opportunities for continued training.

EVIDENCE:

The inspector was able to view up to date written information relating to the school that is provided for boarders, their parents and staff. The information was provided in an easily accessible format and contained information relative

to boarding. Boarders confirmed having received such information. Observations during the inspection showed current boarding practice to reflect the information provided.

Records of risk-assessments were seen, with the school's bursar being the person with responsibility for their monitoring. Those viewed were seen to be up to date and the minutes of the school's health and safety committee meetings were seen to reflect safety and associated risk-assessments being regularly discussed and action taken when necessary.

Accident records were seen to be being maintained and the housemistress was providing an oversight of these.

The logs kept of complaints and major punishments were confirmed to be being monitored by the school's head. There were no major punishments recorded and no formal complaints although letters of concern were seen to be filed and responded to.

The school have a boarding staff team of which includes one 'gap' student. There are always at least 3 staff on duty during week-days and 2 at week-ends with one staff member sleeping-in in each house every night. This level of staffing was confirmed by boarding staff and boarders with both groups reporting this to be sufficient. Boarders knew who was on duty at any one time and where to contact a member of staff if they needed to. Observations during the inspection showed the current level of staffing to be adequate to meet the needs of boarders.

Boarding staff confirmed having job descriptions that reflected their roles and they were aware of who they were directly accountable to. Those appointed since the previous inspection reported having received good support at the outset and an induction that adequately prepared them and which included an element of guidance on child protection. Boarding staff undertake formal appraisals by the school's head on an annual basis and this was reflected within the pre-inspection questionnaire received. The three permanent members of the boarding staff team confirmed that the school is supportive of them attending training courses and all were happy with the training provided. First-aid and child protection were examples. The Housemistress is a qualified nurse and is supported in maintaining her registration as such.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	3
16	X
17	X
24	X
25	X
48	X
49	x

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	3
3	3
4	3
5	2
13	X
22	X
26	3
28	X
29	X
37	3
38	2
39	3
41	2
47	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
18	3
27	X
43	X
46	x

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	2
19	3
21	X
30	X
36	x

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	X
42	X
44	X
45	X
50	x

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	X
9	X
10	X
23	3
31	3
32	X
33	X
34	3
35	X
51	X
52	x

Are there any outstanding recommendations from the last inspection? YES

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS5	That the formal complaints process is clearly outlined in literature for boarders and is explained to them. This was a recommendation of the previous report.	
2	BS38	That all staff are subject to recruitment procedures as detailed in the National Minimum Standards for Boarding Schools. This was a recommendation of the previous report.	
3	BS14	That the school's newly recruited independent person is subject to a Criminal Records Bureau Check.	
4	BS41	That a risk-assessment is carried out in relation to the access at the front of the main school building as referred to under this standard in the report.	

Commission for Social Care Inspection

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