



Making Social Care
Better for People

inspection report

Boarding School

Hurst Lodge School

Bagshot Road

Ascot

Berkshire

SL5 9JU

28th – 30th June 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

Hurst Lodge School

Address

Bagshot Road, Ascot, Berkshire, SL5 9JU

Tel No:

01344 62215

Fax No:

Email Address

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

Miss V S Smit

Name of Head

Miss V S Smit

CSCI Classification

Boarding School

Type of school

Independent boarding school

Date of last boarding welfare inspection

N/A

First inspection under CSCI

Date of Inspection Visit		28th June 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Lucy Martin	098269
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Myra Rodgers	
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		MISS V S SMIT - PRINCIPAL	

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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 Hurst Lodge 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.

Hurst Lodge school provides education for boys aged 2.5 – 7 and girls from 2.5 – 18. The school is family owned. There are 226 day pupils (of whom 15 are boys). There are 23 boarders, 6 are full boarders, 14 weekly and 3 flexi. The school has a strong tradition on dance and drama.

All the boarders are accommodated upstairs in the main school building.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school has a small number of boarders and this helps to ensure the family type atmosphere. House staff are experienced and relationships between the house staff and the boarders are excellent. Boarders feel well looked after and communication between teaching and house staff is good. There are weekly meetings between house staff and the Principal where welfare issues are discussed. There are good opportunities for boarders to contribute their views. None of the boarders identified bullying as a problem at the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There is some work to be undertaken to ensure that house staff are evidencing all the work that they are doing. Recording in a log book should alleviate this. Some updating of policies and procedures is needed as well as ensuring that all existing staff have police or CRB checks on file.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This school has been inspected for the first time against National Minimum Standards introduced from 1 April 2002. As a result, this report may contain a substantial number of recommendations. If so, the number of these should fall significantly at the next inspection when the school will have had time to take account of the new legislation and standards and to take action to meet them.

This was a positive inspection. There was much evidence to indicate that Hurst Lodge school is safeguarding and promoting the welfare of children in its care. Some recommendations are made, and some advice given in the text of the report, to build on the already good standards of care seen.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO

NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

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	BS3	The school Child Protection policy is reviewed and expanded to meet all the details in Standard 3.	30/11/04
2	BS5	The school maintains a written record of serious complaints and their outcome.	30/11/04
3	BS7	A log book is maintained in the boarding house to provide evidence of ongoing work carried out.	30/10/04
4	BS7	Action is taken to ensure that parents phonecalls to the boarding house are not overheard by boarders.	30/10/04
5	BS15	The system whereby boarders NHS records are stored at the school is reviewed with the schools GP.	30/10/04
6	BS15	Regular stock controls of non-prescribed medication are carried out.	30/10/04
7	BS15	The medical consent obtained from parents for boarders is expanded to include all the areas in Standard 15.4.	30/11/04
8	BS20	The arrangements for the safekeeping of boarders pocket money are reviewed to ensure that they are adequate.	30/10/04
9	BS23	There is evidence that the Head, or a senior member of the school's staff is monitoring the records indicated in Standard 23 and Appendix 3.	30/11/04
10	BS34	The appraisal system in place for house staff is reviewed.	30/11/04
11	BS34	The training opportunities made available to house staff are reviewed.	30/11/04

12	BS38	The school carries out an audit to ensure that all members of staff working at the school have had a police or CRB check undertaken and that evidence of it is held on file.	30/11/04
13	BS41	The fire exit door on the boarding house landing has an alarm fitted.	30/10/04
14	BS47	The schools health and safety policy is updated and relevant risk assessments are carried out.	30/11/04

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS5	Details are given to boarders and parents of boarders of how they can contact the CSCI regarding a complaint concerning welfare.
2	BS16	A form is introduced to record when a sick pupil/boarder is checked.
3	BS20	The pocket money record is signed by both the boarder and a member of staff.
4	BS25	The temperature of the fridge in the boarding house is regularly checked to ensure that it remains within safe levels.
5	BS15	Prescribed medication is recorded in red pen in order for it to stand out.
6	BS32	The arrangements whereby house staff are aware of boarders whereabouts at all times are reviewed.

*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
	YES
	YES
	YES
	YES
	NO
	NA
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NO
Group discussion with ancillary staff	YES
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	NA
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	28/6/04
Time of Inspection	09.30
Duration of Inspection (hrs.)	51
Number of Inspector Days spent on site	6

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**

12

TO

19

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

Boys

0

Girls

20

Total

20

Number of separate Boarding Houses

0

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
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"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

The school produces a prospectus which includes the aims and organisation of the school. In each prospectus is a booklet 'The A – Z of Hurst Lodge' which covers a wide range of information.

New pupils receive a welcome book which is comprehensive in content and includes a boarding house prospectus.

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence

Standard met?

3

The school has a policy on bullying which is included in information given to new pupils and is included in the boarding house handbook. It is positive that the policy was recently updated in consultation with the School Council. There was evidence that the school takes any allegation of bullying seriously.

A confidential questionnaire of 21 boarders was carried out. None of the boarders reported that bullying was a problem at the school and this was supported when talking to the boarders in groups.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

100

%

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 detailed child protection procedure, but there is a need for the policy to be reviewed to ensure that it contains all the areas outlined in this standard. For example, there is a need to ensure that the policy includes a requirement for a referral to be made within 24 hours (in writing or with written confirmation of a telephone referral) of allegations or suspicions of abuse to the local social services department. The policy should be clear on action to be taken should the school's designated recipient of such reports themselves be subject to allegation or suspicion and the fact that staff can report concerns or allegations to the CSCI.

The Principal has recently had training in child protection and all three boarding house staff completed the NSPCC training child protection awareness in education in February 2004. There is an intention to have a whole school training event on bullying and child protection in the near future. Ancillary staff have had a briefing on child protection by the Principal.

There have been no child protection incidents at the school and there was evidence that the school would take these matters seriously. There is a written policy regarding the procedure to be followed if a boarder is missing.

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

The boarding house handbook contains a brief section on discipline and boarders spoken with were clear that rewards for good behaviour are given as well as any punishments. The boarders generally felt that punishments given were fair and in the boarding house, these only consisted of tidying or washing up if needed.

The boarding house staff do not maintain a log of sanctions given because there are none. Advice was given to ensure that any new staff are given guidance in this area to ensure that should any sanctions be given, that they are recorded.

The Principal does not maintain a record of major punishments, as there have been none. Advice is given to ensure that any administered are recorded in a suitable book or log.

The school has a policy on physical restraint but has not has occasion to use it.

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?	2
<p>The school has a complaints procedure and boarders were clear that they would talk to the Principal if they had a complaint. Parents are invited to telephone the school if they have a concern. There was evidence that the school respond to any concerns raised quickly and efficiently. However, there is no written record kept of serious complaints and their outcomes. It is a recommendation that this is put in place and regularly reviewed.</p> <p>Further details need to be added in the literature given to parents of boarders to ensure that they are aware that they can contact the CSCI regarding any complaint concerning boarders welfare.</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?	3
<p>The school has a personal, social and health education and citizenship programme which is taught to all students as part of the curriculum. It covers a range of areas and includes outside speakers to talk about specific issues.</p> <p>Staff spoken with were aware of the schools policy regarding smoking, alcohol and drug misuse. None of these issues are a problem at the school.</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?	2
<p>It was clear from discussions with house staff that a lot of information regarding boarders welfare is known and there is regular contact with parents. Contact sheets are completed when there is a specific incident to report but these were rare. Overall, there was little information found in boarders files apart from end of year reports and the odd parental letter. No daily log book is maintained recording phone calls, minor incidents, where boarders are etc. It is recommended that this system is set up to evidence the ongoing work carried out and this would provide useful information to the next member of house staff coming on duty.</p> <p>The boarding house office is also the kitchen area and is much used by the boarders. The main school phone is switched upstairs before and after school hours. This means that the house staff are frequently taking down information regarding pupils sickness for example, which other boarders can overhear. It is recommended that this situation is reviewed to ensure that confidentiality is maintained and that this includes telephone confidentiality.</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?

3

The Principal knows all the boarders well. There are weekly meetings with the Principal and the three boarding house staff to discuss practice issues and the welfare of the boarders.

The Housemistress has worked at the school for 4 years and one of the two Assistant Housemistresses has worked at the school for a number of years.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The school has a crisis management policy which is in the final stages of development.

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

There is only one boarding house which is upstairs in the main school building. There is appropriate separation of boarders by age.

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence**Standard met?**

3

Boarders generally reported that there are a wide range of activities available to them out of teaching time. The activity clubs after school are also available to day pupils and include ballet, music, sports horse riding and cookery. There are fewer activities available after supper for those boarders less involved in ballet and drama. However, there is a television, video, DVD player, and board games available.

At weekend, there are outings frequently arranged on a Saturday. The boarding house has two computers for borders to use in the office. Both have appropriate safeguards in place.

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 has good opportunities for boarders to contribute their views. The School Council meets on a regular basis and has been involved in reviewing some of the schools policies. There is a system of mentoring and each year has a buddy system. There are two boarding house buddies. There is a 'worry box' which is opened by the sixth form and the contents discussed with the Principal.

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

All the Upper 6th are prefects. They are allowed to issue D marks but a teacher has to sign the form. They also give merit marks when warranted. They take prep duties, tea, house meetings and some outside duties. They have a weekly meeting with the Principal.

As already mentioned, in addition to prefects the school also has a buddy system whereby each form has two buddies each term and 6th form mentors.

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 boarders in the questionnaire identified a range of staff they would talk to if they had concerns or worries. These included the boarding house staff, teachers, the Principal and personal tutors.

The school has a new school counsellor. She is an experienced counsellor in schools and has had all the appropriate recruitment checks undertaken. There are plans for the counsellor to come to an assembly to introduce her to the students.

It is important to make it clear to pupils how they can contact the counsellor and that parents will be aware that they have seen the counsellor.

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?	2
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The school does not have a school nurse due to the small numbers of boarders. The school doctor sees all new boarders and visits the school when required. House staff take boarders to the surgery if needed.

The school has a medical room which contains a medication cabinet in which all the medication is stored. It also contains the boarders NHS records which is unusual as these are confidential and should only be seen by the GP. It is recommended that the keeping of the NHS records at the school is reviewed with the school doctor. It is more usual that they are kept at the surgery. Medical histories are taken at the time of admission. The house staff maintain a record of boarders taken to see the doctor and advice was given that this information was recorded on a card index system which would make it easier to monitor.

The medication administration records were seen which are a whole school record. Boarders are identified in the record but it was difficult to monitor the administration of prescribed medication due to the fact that this was a rare occurrence. Advice was given to record prescribed medication in red pen in order for the information to stand out.

The school holds a small stock of non-prescribed medication. It is recommended that regular stock controls are carried out.

All parents of boarders are asked for a medical history and consent to medical treatment is obtained. It is recommended that the wording of the consent is updated to include the administration of first aid and appropriate non-prescription medication and to seek medical, dental or optical treatment when required.

Standard 16 (16.1 - 16.3)
Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence	Standard met?	3
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The school has a small medical room where there is one bed and another folded bed for use when needed. If a student is unwell and in this room they are regularly checked. At present the time last checked is recorded on a white board in the office. Advice was given to introduce a form which includes all the times checked and a signature.

The medical room is within the main school building across from the IT room. Advice was given to purchase a bell for use in the room. At night, ill boarders summon assistance by walking upstairs to the housemistresses accommodation.

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
No boarders were identified as having significant health or personal problems. Due to the small number of boarders at the school, the house staff know them well and strong, positive relationships have formed. Boarders spoken with said that they felt well supported.		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
The school has some boarders from overseas and there is a real effort made to ensure that they take part in the outings and are helped to integrate socially. Support with English is also given.		
The school has a number of boarders who are dyslexic or who are diagnosed as having specific learning difficulties. Extra support is given and the school ethos is to ensure that all pupils are supported and encouraged.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
There are two payphones that the boarders can use. One is on the boarding house corridor and has limited privacy. The other payphone downstairs is totally enclosed and offers good levels of privacy. All the boarders have their own mobile phones which they can use after prep, until bedtime. There are also e-mail facilities at the school.		

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?	2
A petty cash tin is kept with contains boarders pocket money. On this inspection, there was a large sum of money in the tin and it is a recommendation that the security arrangements are reviewed.		
A record is maintained of money taken out of the tin by boarders. Advice was given that boarders sign the book to indicate that they have received the money.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The boarding house has two boarding buddies who are senior girls who have been boarding for at least three years. They show new boarders around and help them settle in.</p> <p>New pupils including boarders receive a welcome book which contains information about boarding routines and rules.</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>This standard is not applicable as the school does not appoint guardians.</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?	2
<p>There was evidence that the Principal, or senior member of the school's staff were monitoring some, but not all of the required records. Risk assessments are signed off by the Principal but there is a need to ensure that there is regular monitoring of complaints, major punishments, medication and accidents. It is a recommendation that a system of monitoring is put in place which includes signing the records every half term.</p>		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
<p>The school has recently contracted out its catering for the first time. This has not been an easy transition, but there was a view expressed that the food had recently improved. The inspectors had meals at breakfast, lunch and supper. All was reasonable in quality with a good range of choice available at lunch, including an extensive salad bar. Vegetarian options were available at all meals.</p> <p>Kitchen staff involved in preparing food have regular training in food hygiene and the school had a routine inspection from the environmental health department in March 2004.</p>		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are provided with supplies of bread, spreads, biscuits and fresh fruit to eat. Drinks include squash as well as tea and coffee. In the kitchen is a kettle, toaster and microwave which boarders are free to use out of school hours. There is no limit to the amount of food available.</p> <p>There is a fridge in the boarding house kitchen. Advice is given that a thermometer is bought and the temperature in the fridge is routinely checked to ensure that it remains within safe levels.</p>		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
<p>Boarders spoken with were fully aware of the evacuation procedures and records seen showed that regular fire drills take place, including in boarding time. Records were also seen indicating that regular servicing of the fire alarm and fire safety equipment takes place.</p> <p>The school had an inspection from the Fire Safety Officer in June 2004. There are some recommendations to be carried out, including undertaking a fire risk assessment and ensuring that the fire alarm is regularly tested. The timescale for the work to be carried out is September 2004 and the school anticipate that it will all be completed within the timescale given.</p> <p>The school has undergone work replacing fire door and this has included the bedroom doors in the boarding house.</p>		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
<p>Boarders can have heavy demand placed upon them if they are high achieving ballet or drama students involved in practicing for performances. However, the staff are well aware of these demands and the pressures are monitored. Boarders are encouraged to have free time to relax and unwind.</p>		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
Not applicable.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
<p>The teacher responsible for arranging trips was spoken with during the course of the inspection. These included trips to centres requiring licensing under the Adventure Activities Licensing Regulations. The teacher had attended a training day for teachers organising educational visits and the information gathered for a trip was exceptionally comprehensive in content. The school uses two centres for overnight stays and both had been visited prior to use and risk assessments had been written. All adults supervising or instructing pupils are qualified instructors in that area. Written parental permission is always gained before trips take place.</p> <p>Risk assessments were seen regarding trips out taken by boarders during term time to cinemas and up to London. These were more limited in contact and advice is given to have standard risk assessments for trips regularly undertaken, with a short assessment indicating any changes and providing up to date information.</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 rarely leave the school site unaccompanied, as there are no local shops within easy walking distance. The housemistress often takes boarders to a local supermarket at weekends if requested. Outings organised at weekends are sufficiently staffed and supervised.</p> <p>The boarders have access to a television and the internet. No daily newspapers are delivered.</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?	3
<p>There is one Housemistress and two Assistant Housemistresses who supervise boarders outside teaching time. There are adequate levels of supervision and in the evenings and at weekends, there are two staff on duty until 8.30pm weekdays and 6.30pm at weekends. In the morning there is one member of staff on duty. At night, there are always two members of house staff sleeping in the building.</p>		

Standard 32 (32.1 - 32.5) Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.		
Key Findings and Evidence	Standard met?	3
<p>At weekends there are sufficient staff available to accompany boarders away from the school site. The school owns two people carriers, which staff can use and there are procedures in place to ensure that staff driving licences are checked before they are allowed to use them.</p> <p>There were discussions held regarding the arrangements for ensuring that house staff know the whereabouts of boarders at all times, whether in the evenings or when the weekly boarders leave at weekends. A lot of information is currently given to house staff by boarders verbally and advice was given that the signing in and out book is used more often. There is a form for boarders to sign when leaving the premises for the weekend and for their return.</p>		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>There are good supervision arrangements in place at night. Two house staff are always on the rota to be on duty in the staff flat each night and the boarders are aware of the arrangements to wake them if necessary.</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?	2
<p>There are job descriptions in place for boarding house staff which accurately reflect their duties.</p> <p>At present there is an informal appraisal system for house staff which is currently under review and it is a recommendation of this report that a more formal system is put in place.</p> <p>All three house staff have completed a course in child protection this year and one member of staff has updated her first aid training. However, further training courses could be considered for house staff including relevant BSA courses.</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

The boarding house has a handbook which contains up to date information about all areas of boarding life and includes relevant policies and procedures.

The school has a staff disciplinary policy which includes the provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations. Advice is given that it should also include provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

4

There were found to be excellent relationships between boarders and members of staff. There were many positive comments made by boarders about the house staff and the help and support that they provide.

Standard 37 (37.1 - 37.2)

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

Key Findings and Evidence**Standard met?**

3

Boarders felt that the house staff respected their privacy and that any supervision was not intrusive.

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
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There were found to be robust recruitment procedures in place. A small sample of recruitment records were seen which showed that it is the schools practice to routinely ensure that identity checks are made, criminal record bureau (CRB) checks are carried out and two references are routinely sought. The school has started to directly verify each reference by phone and advice was given that this is included on the recruitment checklist with a date, to provide evidence that it is done. There also needs to be evidence that relevant qualifications have been seen.

The school has some staff, mainly peripatetic teachers who have worked at the school for a number of years. It is recommended that the school carry out an audit to ensure that all members of staff working at the school have had a police or CRB check undertaken and that it is held on file.

The school contracts out the catering and some maintenance staff. There are systems in place to ensure that there is evidence that outside organisations are carrying out appropriate checks on staff that the school are using. Taxi companies are used who have carried out CRB checks on drivers.

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
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There are no adults who have access to the boarding accommodation who have not been CRB checked. No adults not employed by the school live in staff accommodation on site.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence	Standard met?	3
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All the boarders are accommodated upstairs in the main school building. All areas were well ventilated, clean and reasonably furnished and decorated. The large bedroom was said by boarders to be hot in summer due to the window restrictors and advice was given to see if any further ventilation could be gained without putting boarders at risk from an open window.

The boarding accommodation has been redecorated in the last few years with some carpets replaced. Another carpet is due for renewal in the near future.

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?	2
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It has been decided by the school to change one of the boarders bedrooms into a classroom. This decision was known by boarders and felt by them to change the feel of the boarding house which will now be used by day pupils in class time. The inspectors received many comments from boarders who were unhappy about this change. Advice is given to ensure that boarders have a chance to express their views and reassurance is given that the boarding house will still retain its identity.

The school has three CCTV cameras on the school site and there are digital locks on outside doors. The fire exit door on the boarding house landing does not have an alarm to indicate if the door has been opened and it is recommended that one be fitted. There is a Yale lock currently on the door to Tolkien. Advice is given that the lock to Tolkien is removed.

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
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There is one bedroom which contains 6 boarders and 3 flexi boarders which is small in size. However, this is for the youngest boarders and as they progress through the school, the bedrooms become shared by fewer boarders and are larger in size. At present, two boarders are in single bedrooms and no more than 3 girls share other bedrooms. Most of the boarders are weekly boarders and only 6 regularly remain at weekends.

There are some bunk beds and cabin beds. The bedrooms are well personalised and contain sufficient storage for clothes and property. New mattresses have been recently purchased.

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
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There are suitable facilities for study. Some older boarders have desks in their bedrooms and younger boarders have supervised prep downstairs. The library is also available for study.

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
There are sufficient toilet and washing facilities. There are two blocks of 4 showers and a bath. There are 5 toilets and 4 wash hand basins plus a further 2 wash hand basins in bedrooms. All facilities were clean and in good working order. There were comments made by some boarders that the showers tended to be either boiling hot or freezing cold.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
Suitable changing facilities with showers and toilets are provided close to the dancing studios and the sports areas.		

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
Most boarders felt that there were a range of activities available including a television, video and DVD player in the common room and access to dance studios and outside areas in the evenings and at weekends. Some older boarders had watched older age certificate films including 18's. The school must ensure that all films watched are age appropriate.		

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?	2
There is annual testing of all portable electrical appliances including the boarder's own electrical equipment. All windows have restrictors where considered necessary. Some risk assessments have been undertaken regarding risks from hazards in the school grounds. However, there is a need to update the health and safety policy and ensure that any relevant risk assessments are carried out.		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
The sick room provides one bed and a further folding bed is available. In practice this room is rarely used and it is usual that boarders will remain in their own bedroom if they wish. Consideration could be given to making the sick room a little more homely than it looks at present.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
All laundry is undertaken on the school site but the actual laundry facilities were not seen on this inspection. Laundry is collected each morning and returned in the evening. The arrangements appear to work well and no adverse comments were made.		

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 stationery items at the school. Boarders can ask the house staff to purchase personal items for them and there are regular trips to a local supermarket at the weekends.		

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.		

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

Boarders go away with day pupils on geography field trips. The teacher responsible for organising the trips to field study centres was seen and it was clear that there are excellent arrangements in place for ensuring the welfare of pupils in off-site accommodation. All short stay accommodation is visited in advance of the trip and consideration is given to all the areas listed in 52.8. These include access to washing facilities, ability to contact medical services, medication and food.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **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 28 – 30 June 2004 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, 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, Miss V. S. Smit of Hurst Lodge 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 _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I, Miss V. S. Smit of Hurst Lodge 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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