

inspection report

Boarding School

Clayesmore Preparatory School

Iwerne Minster

Dorset

DT11 8PH

10th, 13th, 14th & 15th September 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**

Clayesmore Preparatory School

AddressIwerne Minster, Nr Blandford Forum,
Dorset, DT11 8PH**Tel No:**

01747 811707

Fax No:

01747 811692

Email Address

Clayesmore@aol.com

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

Dr Richard Willis, Chair of Governors

Name of Head

Mr Andrew Roberts-Wray

CSCI Classification

Boarding School

Type of school

Mixed Preparatory School

Date of last boarding welfare inspection7th March 2003

Date of Inspection Visit		10th September 2004		ID Code
Time of Inspection Visit		10:00 am		
Name of CSCI Inspector	1	Sue Shaw	072721	
Name of CSCI Inspector	2	Rosie Brown	075478	
Name of CSCI Inspector	3	Christine Main (Pharmacist)	111459	
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Mr G Buckley		
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		Andrew Roberts-Wray, Headmaster		

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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 Clayesmore Preparatory School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Clayesmore Preparatory School is a co-educational preparatory school with boarding for pupils aged seven to thirteen years.

The school has 70 full time/weekly boarders and 264 day pupils. In addition there are currently 4 flexi boarders who board on an occasional basis.

The resident pupils are accommodated in one boarding houses located within the preparatory school. The School is based in extensive grounds which are shared with the Nursery, Pre-prep and Senior school's and which is located in the village of Iwerne Minster, close to the market town of Blandford Forum.

The school is predominately Christian, however, welcomes other world faiths and is committed to offering a boarding experience which as far as possible reflects family life in an open and trusting community.

Boarders are separated by both age and gender with separate corridors for junior boys, senior boys, and junior girls and senior girls.

Close contact is maintained with the Senior school with over 75% of pupils opting to continue their senior education there.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The provision of pastoral care which extends across the boarding and school environment.

Support provided to pupils through the learning support unit.

The development of the Leaders System and the opportunities for older boarders to learn leadership and responsibility.

The Headmaster provides clear management and leadership in the practice and development of boarding.

Pupils have access to a wide range and choice of activities and visits of a sports and cultural nature.

The induction of the new boarders to the school.

The catering services and the standard of food available.

A team of committed and energetic matrons and teaching assistants.

A team of enthusiastic house staff committed to improving the standard of boarding.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Provide on-going child protection training as appropriate for ancillary staff.

Improve accommodation available for boarders who are ill.

Undertake a review of risk assessments in respect of the school buildings and grounds.

Consider ways of improving the availability of private telephone facilities for the younger pupils.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first full inspection by the Commission for Social Care Inspection under the National Minimum Standards for Boarding Schools. The inspection team included a Boarding Sector Professional Inspector and a Pharmacist Inspector.

The inspection was carried out in conjunction with the Independent Schools Inspectorate (ISI) who undertook an inspection of the school during October 4th – 8th 2004. A summary of this report was provided to and agreed by the ISI for inclusion in the ISI inspection report.

This inspection serves as an audit against the standards and which has identified developments needed to meet these standards.

The school met the standard in all but four areas and exceeded the standards in two key areas. This is a well-deserved achievement that evidences the work undertaken by the school in preparation for the introduction of national minimum standards for boarding and confirms that the outcomes for boarders are generally good.

There was a disappointing return to the 'Parents Questionnaire' carried out prior to the inspection with only three responses received, however, these were generally positive, as was the general feed-back from the boarders who completed the 'Pupil Questionnaire'. Parent comments and a whole school analysis of the pupil questionnaire were shared with the Headmaster during the feedback session. The analysis of the questionnaire on a gender basis was also provided.

Within the ethos of the school is the belief that the house operates as a community where the relationship between pupils and staff is one which engenders respect both ways and enables easy dialogue and sharing of feelings. Inspectors observed many examples of the trusting and respectful relationships that exist within the school throughout the inspection.

Boarding provision in the school has experienced a substantial changeover of staff this term with new houseparents (the deputy head and his wife), resident tutors, gap staff and the assistant head with responsibility for welfare. Consistency has been maintained by the Headmaster and his wife, the sanatorium staff and the full time teaching staff, all of whom have a considerable role in the boarding environment by undertaking regular duties in the house. Two gap students have also had their stay at the school extended in order to help the new gap students to settle in. It was therefore difficult to fully assess the contributions made by these staff to the welfare and support of boarders.

Aspects of the boarding accommodation, including the provision for sick pupils are in need of improvement, however, it is recognised that these issues are identified in the school development plan, and will be addressed following the reorganisation of the teaching accommodation. In addition various policies and procedures, identified within the main text, need to be amended in order to fully meet the standards.

Boarders were able to name a variety of adults they could turn to if in distress or in need of guidance, they considered the Health Centre and its' staff were a positive asset to the school and were also appreciative of the variety of activities now available at the school. They commented on the friendships and relationships they had developed, and in the main enjoyed life at the school.

The school demonstrated a committed and enthusiastic pastoral staff team, all of whom were anxious to raise and maintain standards within their specific settings.

The school is well lead by the Headmaster who has developed effective pastoral systems which are underpinned by effective systems of communication and ensure support structures are available for all pupils.

Overall, Clayesmore Preparatory School presents as very well organised school that provides a positive boarding experience for its pupils.

This inspection found that the school has been successful in meeting many of the national minimum standards and the inspectors are confident that those areas identified in this report as requiring additional attention will be addressed promptly.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

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's Child Protection Policy should include the correct telephone numbers for the local offices for Dorset Social Care and Health and CSCI.	18.04.05
2	BS8	Members of governing bodies who undertake visits to the school to monitor welfare provision require a standard CRB check, unless they have direct unsupervised access to children, in which case they require an enhanced check.	01.05.05
3	BS15	There should be a written protocol for giving 'non-prescription' household remedies to boarders including dose directions for different ages and any contraindications.	18.04.05
4	BS15	Permission to seek medical, dental or optical treatment if required should be included on the form signed by the parent.	18.04.05
5	BS38	The school when appointing staff should observe all procedures listed in Standard 38.2 for <u>all</u> staff who will work with boarders.	18.04.05
6	BS38	The appointment of gap students should include an enhanced CRB check.	01.09.05
7	BS38	Staff subject to the requirements in 38.2 should not begin work at the school until satisfactory completion of all checks and receipt of references.	18.04.05
8	BS47	A risk assessment should be carried out on the Lake to identify and reduce any risk to boarders.	18.04.05
9	BS47	Doors wedges should not be used to keep doors open.	01.02.05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS3	The school will need to ensure that staff at all levels including ancillary staff are provided with appropriate child protection training/briefing.
2	BS4	The Behaviour Management Policy should make explicit those methods of restraint which are not permitted.
3	BS5	The headmaster should develop a system for the recording of the outcomes of serious complaints.
4	BS19	The school should consider the re-siting of boarders phones in the development plans for the boarding accommodation.
5	BS25	The school should confirm that the water supply from the bathroom sinks is of drinking quality.
6	BS35	The school's disciplinary procedure should include provision for guidance and support to staff during suspension or investigation while allegations are being investigated.
7	BS38	The school should hold written evidence that all appropriate recruitment checks have been carried out by the Senior School with regard to staff employed by them.
8	BS47	Risk assessments on the school buildings and grounds should be reviewed on an annual basis.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NA

Date of Inspection	10/9/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	35.5
Number of Inspector Days spent on site	4

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****7****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****38****Girls****32****Total****70****Number of separate Boarding Houses****1**

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) |
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"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

A suitable statement, which reflects the school's boarding principles and practice, is available to parents, boarders and staff and can be found in the 'Prospectus', the Boarding Handbook (A Guide to Parents and Pupils) and the Boarding Standards Handbook.

The statement is available to prospective parents and boarders and covers the aims, ethos, philosophy and organisation of the school. A comprehensive Parents Handbook has also been developed. Information can also be found about the admission criteria, available facilities, pastoral care and support services provided to pupils, and the religious or cultural aspects of the school.

Summaries of the relevant policies and practices of the school are located in the school's Boarding Standards Handbook which brings together the relevant guidelines and policies concerning pastoral care.

These documents were reviewed in the summer 2003 and will be regularly reviewed and updated as appropriate.

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 countering bullying, which is contained in full in the schools Boarding Standards Handbook. The Boarding Handbook also provides advice on bullying and makes reference to the full policy. The pupil calendar includes guidance on the rules and routines of the school and advises on how they can get help if they want to talk to someone or make a complaint.

Boarders and staff confirmed they were aware of the policy and felt it to be effective in practice. The subject of bullying did not present as a concern within the parental survey.

The school's procedures identify that both the "victim" and "bully" should be given help and support when dealing with incidents of bullying. A sample of records seen confirmed that pupils received appropriate support and guidance with ongoing monitoring/follow-up of issues as necessary.

Bullying is included as part of the PSHE programme and tutors confirmed that they also discuss bullying behaviours within their tutorials. All boarders spoken with were aware that the school does not tolerate bullying.

Boarders also confirmed that there were no 'initiation ceremonies' at the school.

Bullying was not perceived to be a problem within the school by boarders or staff. Some boarders reported they were sometimes bullied in the pupil questionnaire. This was followed up within pupil group discussions and was described as generally taking the form of name-calling and friends 'falling out'.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED**64****%**

Standard 3 (3.1 – 3.9)

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

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

The school has a comprehensive policy on Child Protection, which is in line with the Local Area Child Protection Procedures. The policy is available in the Staff Handbook with a copy also in the Boarding Standards Handbook. All staff (not including ancillary staff) are provided with a copy of the policy and are required to sign to say they have read and understood the contents. Ancillary staff have to be provided with a summary of the main policy which provides clear guidelines about what they should do if a pupil discloses or if they suspect a pupil is being abused. They too will have to sign to say they have received, read and understood the contents.

The policy seen by inspectors contained incorrect telephone numbers for the local offices of Dorset Social Care and Health and CSCI. These should be amended to read DSCH – 01258 472652 and CSCI – 01202 662992.

The Assistant Head as the 'designated child protection officer' has recently attended the Dorset Child Protection Matters course. The Senior Sister and Housemistress will also complete this course as it is made available. All members of staff who have direct contact with pupils in the boarding house are due to complete the NSPCC 'Child Protection in Education' course. The option is also available for any other member of staff to complete this course.

The Assistant Head confirmed that Teaching Assistants (TA's) and Gap students were provided with information regarding the child protection policy. A Performance management Day is to take place at the half term and this will include child protection training.

All staff spoken to had an awareness of what action they should take in response to a child protection concern, however, not all of the ancillary staff were aware of who the designated child protection officer was.

An advisory recommendation has been made to ensure that training/briefing, at an appropriate level, on the school's child protection policy and practice takes place for ancillary staff.

The Assistant Head confirmed that the school has referred one child protection issue to the Social Services within the last year.

Inspectors were advised that all Leaders and Dorm Leaders are made aware during their induction that they must immediately pass any concerns about another pupil to the Assistant Head or the Headmaster.

The school has written an appropriate 'Missing Person' Procedure, which is located in the Staff Handbook.

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 school has appropriate policies and practice on behaviour, discipline and the use of punishments, which can be found in the Staff and Boarding Standards Handbooks. Further information for parents and boarders can also be found in the Boarding Handbook and the school calendar and pupil planner. The school has a clearly established code of conduct, which expects a reasonable standard of behaviour.

The school has a simple set of guidelines ('The Rules of Our School') which were produced in conjunction with the Yr 8 Leaders.

The boarding house have a reward and sanction system called Credits and Debits and inspectors heard of and saw evidence of rewards given for good behaviour.

The pupil questionnaire noted that 81% of pupils considered that the punishments given rated from average to very fair. In pupil discussion groups, boarders again commented that they felt the school rules were generally fair and that the punishments given were appropriate.

Punishments appeared to inspectors to be fair in the main and no unacceptable punishments were reported.

Major punishments are overseen by the Deputy Head and the Headmaster as appropriate.

An appropriate definition of physical restraint is included in the policy, however, a recommendation is made for this to make more explicit those methods of restraint which are not permitted.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

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

The school has an appropriate complaints procedure for parents which follows a three stage system, with appropriate timescales. These include informal resolution, formal resolution and a panel hearing involving members appointed by the Board of Governors. The procedure informs parents how they can contact the Commission regarding a complaint or concerns.

Pupils are advised on how they can make a complaint, in the school calendar. These procedures allow for pupils to approach a number of people within the school, which also includes the independent visitors.

The Headmaster maintains a written record of serious complaints and any subsequent correspondence. A recommendation is made regarding keeping a clear record of the outcome of serious complaints.

Boarders reported that in general they feel able to raise issues with a variety of staff and that they are usually resolved. Inspectors did not hear of any incidents of boarders being penalised for making complaints.

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**

The school has appropriate policies and procedures for promoting pupils' health and well being, which are documented in the Boarding Standards Handbook.

The policies are underpinned by a Personal, Health and Social Education programme, which is delivered in timetabled lessons across year groups 5 - 8 and which develops as pupils progress through the school. The programme includes material and guidance on substance misuse, sex education and bullying. Tutors also supplement PSHE within tutorials, however, it may be more appropriate to focus on specific year groups in order to focus more easily on a particular age group. Workshops and external speakers further support PSHE.

The present co-ordinator has other responsibilities within the school and does not have the time to devote to PSHE in order to provide for a comprehensive programme that covers all areas as appropriate, however, the school has joined the Dorset 'Healthy Schools' scheme, which should further enhance the programme of PSHE.

Parents have the right to withdraw their children from any, or all, of the school's sex education programme.

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**

Health/pastoral records are maintained in the San and in pupil records as appropriate. These include individual records for boarders containing any relevant information concerning significant health and welfare needs and issues.

Records seen presented a comprehensive picture of boarders experiencing specific difficulties and evidenced appropriate monitoring and action taken in regard to specific issues. All staff are made aware of pupils with particular needs through regular dialogue across the school as appropriate.

The San provides house staff with any relevant information provided by parents concerning boarders' health and welfare. This includes major allergies, adverse reactions to medication and significant medical conditions. Welfare records sampled during the inspection held details of parental responsibility, contact details and any other emergency contact arrangements.

Inspectors heard of examples where confidentiality of personal information about boarders is protected.

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

There were clear lines of accountability, management and leadership evident in the school. The Headmaster, supported by the Governing body provides clear leadership and is in turn supported by a Senior Management Team who together drive the development of pastoral care in the school.

The Headmaster provides termly reports for the Governors meetings, which include updates on pastoral issues in the school. Regular contact is maintained with the Chair of Governors and the School's Boarding Action Plan details plans for the development of boarding. Members of the Governing body also undertake visits to the boarding house in order to monitor boarding welfare. During these visits Governors are currently chaperoned by the Headmaster or senior staff.

Members of Governing bodies who undertake visits to the school to monitor welfare provision require a standard CRB check, unless they have direct unsupervised access to children, in which case they require an enhanced check.

(The DfES website provide clear guidance re. recruitment checks required for teachers: <http://www.teachernet.gov.uk/doc/2172/ChildProtect.pdf>)

This includes guidance re. teaching staff from abroad and adds that any governor of a school requires a CRB check (see the bottom of page 7 and sections 31 and 38).

The newly appointed Houseparents confirmed that training in boarding management and practice is encouraged. Once they have settled into the role they would be keen to attend any relevant Boarding Schools' Association training events and Housemaster conferences.

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 and Emergency Policy for the management of crises or emergency evacuation and protracted crisis. This includes the procedures for a whole school evacuation, temporary closure of the school, building/equipment emergencies, reporting intruders and dealing with the media. The plan is to be reviewed annually to ensure it remains appropriate and up to date.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence**Standard met?**

3

The organisation of boarding operates as satisfactorily as possible given the layout of the current boarding/school accommodation. Sleeping areas and toilet and bathroom provision are reasonably separated for boarders of different ages and gender.

Long-term plans have been put forward regarding the school buildings in a 'Proposed Development for Boarding' and it is hoped that this will be progressed during the next two-three years. This will involve the teaching block being moved and therefore facilitate boarding only areas that will allow for smaller dormitories, greater common room space and quiet areas and IT facilities in house.

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

The school has a varied range of activities available to the boarders which take place during the evening and at weekends. Inspectors observed rugby, snooker, table football, dancing and karaoke during evening activities. Other activities available include swimming, other sport orientated pursuits, board games, skateboarding and model making. Limited access to the TV is permitted on specific evenings and at the weekend and boarders reported that overall the activities on site are good.

Most boarders felt that they had ample free time.

A programme of trips and activities are available on Sundays which include visits to local attractions and occasionally the cinema etc.

Inspectors were informed that suitable systems are in place to prevent internet access to inappropriate material.

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**

Boarders confirmed that they have opportunities to contribute views to the operation of boarding provision. These include regular boarder's meetings which all boarders attend and are used to praise good behaviour and achievement, disseminate information, have open discussions and to air grievances. In addition a boarding House Council has been established which will meet bi-termly with male and female representatives from each year group. The function of the House Council is to provide a forum for boarders to have a say in the future developments of the house and to voice any concerns. A suggestions box is also available for boarders to further express their views.

Standard 13 (13.1 - 13.7)**Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.****Key Findings and Evidence****Standard met?****4**

Clayesmore Preparatory School operates a Leaders system within the school. The system currently operates with a head girl and boy as well as two deputies supplemented by ten leaders. These are chosen by the Headmaster in discussion with the Assistant Head and are chosen on the basis of their suitability for the role.

The Senior Management Team are keen to ensure that leaders are involved in shaping the role and regular discussion is actively encouraged. A leaders training course was run in the Summer holidays which was designed to get the pupils to bond and think about what it means to be a leader and this was very successful. Leaders have been issued with a list of jobs which they are required to do. They also been given the remit to write their own handbook, with support from the Deputy Head, and it is hoped that this will be ready for the incoming leaders at the end of the Summer term.

Leaders are not required to discipline other pupils. They are asked to be aware of bullying issues within the playground and to report any concerns to the staff, and a leaders book is also available from the Assistant Head for them to note any particular concerns, which is monitored by the Deputy and Assistant Heads.

Boarding pupils in Year 8 act as Dorm Leaders who are chosen and supported by the house parents. This role operates on a rota system thereby enabling all Year 8 boarders to have the opportunity to experience a role of responsibility.

Other opportunities exist for boarders to learn and take on responsibility and leadership roles in the boarding house through 'Sub Sid' where Year 8 pupils supplement the work of duty staff in the evenings, and 'Friends' where younger pupils support new pupils with the transition to boarding school life.

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' questionnaire identified a host of adults within the school they would and could go to if they had a problem and needed support and guidance. The tutors, house matrons, school sister and houseparents were particularly identified.

All of the pupil groups that the inspectors met with readily named a variety of staff they could turn to they had a problem or needed personal guidance.

All pupils have a tutor, for Years 3, 4 and 5 this is the form teacher, whilst in Years 6, 7, and 8 they are allocated a member of the general teaching staff who has a group of approximately twelve tutees. The tutor remains the same for all three years and meets formally with their tutees twice a week to support and monitor their academic, physical and social development.

Inspectors were advised that the Assistant Head intends to review the tutoring system to ensure that it is working as effectively as possible.

The school has two independent visitors whose telephone numbers are available to the boarders. There is also a locked box which is only accessible to them in which boarders can request a meeting to discuss any problems or concerns. One of the independent listeners recently attended a Dorset County Council Child Protection training course.

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**

The school has a Sanatorium with 3 beds, a separate isolation room and an office/consulting room. The Senior Sister with a team of 2 other nurses runs the San. A nurse is on duty 24 hours a day and they have their own accommodation at the school.

All boarders are registered with school medical officer as their GP. There is a doctor's surgery at the school twice a week. Boarders can also be seen at the school on 2 other days when surgeries are held at the senior school and a female doctor visits once a week. A doctor is available on-call for emergencies at other times. Boarders usually access dental and optical services in the holidays but, in an emergency, local arrangements can be made.

All nursing staff are registered with the Nursing and Midwifery Council (NMC) and the sister said that they have good support from the school medical officer for professional advice.

The school has a policy detailing the Sanatorium arrangements and guidelines for managing various illnesses and injuries and the administration of medicines. There was a list of household remedies that staff may give but no written protocol. Some protocols for nurses in the Sanatorium included reference to 'prescription only' medicines and the need for a doctor's prescription should be clarified. Following the inspection a letter was sent to parents advising them of the non-prescription medications used in the Sanatorium, and asking them to clearly mark those preparations, which they consent to be given to their child if necessary. A list was supplied which named the medication, the reason for its use, the strength, the age group it is intended for and a box to consent to or refuse permission. Parents have also been asked to provide written permission for staff to administer any medication which they have supplied from home for their child.

The Senior Sister told the inspectors that all staff have an annual update in first aid. The Senior Sister said she had done a first aid at work course and the other 2 nurses will be doing this course. Also, all kitchen staff had been trained to administer adrenaline in an EpiPen if a boarder with an allergy had an anaphylactic reaction, and the nurses were planning to train other staff. One of the nurses had responsibility for checking the contents of first aid boxes.

Medicines were stored in locked cupboards. There were two 'prescription only' medicines, which were kept to start a course of treatment prescribed by the GP or for emergency use. The inspector explained that these arrangements needed review. 'Prescription Only' medicines should not be held in stock and must be labelled for an individual boarder. Following the inspection an arrangement was agreed with the GP to store his stock of antibiotics in a box to which only he has access to the key. This box will be kept within the secure medicine cabinet in the sanatorium.

Records were kept of medication prescribed and administered and there were good arrangements for passing information on medicines given between the house and the Sanatorium. In the Sanatorium records were kept of visits, administration of prescribed medicines to individual boarders, administration of household remedies and first aid treatment. Records were kept of the receipt of medicines and transfer to the house to provide an audit trail. The Senior Sister told the inspectors that she monitored records of the administration of medicines and first aid in the house.

The current consent form only includes parental permission for non-prescription medicines and the administration of first aid and it should be revised to cover seeking medical, dental or optical treatment if 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

Boarders who are ill are looked after in the Sanatorium and a nurse is on duty 24 hours a day. The inspector was informed that boarders staying in the Sanatorium are checked regularly and walkie-talkies were available for the boarder to call the nurse if needed.

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**

Boarder's health and personal problems are identified and managed appropriately. Comprehensive records are maintained where there are incidents or issues which require ongoing attention and support. Information can be recorded on the individual pupil file, in the pupil planner and for more serious incidents/concerns via a pupil concern slip and the school incident book. Inspectors saw written evidence where support had been provided to boarders experiencing emotional and behavioural difficulties.

The Assistant Head also publishes a fortnightly 'Pastoral Bulletin' which is posted on the staff room notice board to improve communication and keep staff up to date with any current issues, concerns, events etc that are of a pastoral nature. This includes a list of pupils who are being closely monitored and supported by their tutors, the Assistant Head and in some cases external agencies. The list names the pupil and identifies whether the concern is social, personal or academic and asks that staff inform her if they have any information, comment or observations on these pupils.

Boarders with medical problems have been identified to staff as appropriate and staff have been provided with information and guidance as necessary.

Individual Education Plans are in place for those pupils who are receiving additional support from the Learning Support Unit and there is close communication with boarding staff and tutors as appropriate. The LSU has links with external professional services as necessary with a Paediatrician, a Paediatric Occupational Therapist and a Physiotherapist visiting regularly. The Learning Support Unit is providing additional support to approximately 104 pupils 50% of these being boarders. This is a growing resource, which is constrained by the size of the accommodations available, and it is important that the existing facilities/resources are expanded in order to continue to meet the needs of the pupils.

The Head of Learning Support works closely with the newly appointed co-ordinator for the gifted and talented pupil programme. This area is yet to be developed however, will include extension opportunities in music, drama and sport etc.

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's equal opportunities policy states that 'it is the aim of the school to foster an atmosphere in which no person should be discriminated against or discriminate, on the grounds of gender, race or culture'. Staff spoken to during the inspection showed an awareness of the need to be sensitive to the different needs of boarders. They did not feel that there was any specific discrimination within the school and spoke about the support mechanisms available to boarders.

Boarders from different cultures were observed fully integrating with other boarders and support is available to pupils for whom English is not their first language through the Learning Support Unit.

Inspectors saw evidence of staff discussion and action taken in situations where pupils were experiencing problem 'fitting in'.

Whilst the school is predominately Christian, it welcomes the insight of other world faiths. Inspectors were advised that assemblies take account of the value and traditions of other faiths. The school is sensitive to religious and cultural customs, including diet and uniform.

Standard 19 (19.1 - 19.6)**Boarders are enabled to contact their parents and families in private.****Key Findings and Evidence****Standard met?****3**

The boarding house has three hooded phone booths for boarders to maintain telephone contact with parents. The phones are located in a busy corridor near to the common room and privacy was an issue raised by pupils in the pupil discussion groups. The phones are fixed to the wall at staggered heights, however, it is difficult for very small children to access the receiver easily, and the booth in this instance provides no privacy at all.

Pupils and staff informed inspectors that boarders can contact parents from the office phone if they want to make particularly private calls and this was observed during the inspection in the case of one boarder who was particularly upset.

The school has recently allowed boarders to bring in mobile phones, however, these are to be left with tutors/houseparents and pupils are allowed access to them for specific periods of time in the evenings.

Boarders are also able to maintain contact with parents through e-mail and letter.

Contact with parents is usually managed through the tutors and house staff and pastoral records showed evidence of staff contacting parents about significant welfare concerns.

Notices are provided by the telephones with the number of Childline and the local Social Services office.

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**

Boarders have their own personal lockers for the safe keeping of personal possessions and the school advises that these are kept locked with a padlock to ensure their safety. In addition lockable cupboards are supplied by the school in the dormitories.

Houseparents keep pocket money for the boarders which they can take out by signing for it once a week. Houseparents can also make arrangements for the care of other possessions, however, it is recommended that boarders do not keep anything of particular value at the school.

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>Induction and support for new boarders is provided by the houseparents, matrons, teaching assistants etc. Written information is provided about boarding routines and rules within the school calendar and the parents' handbook.</p> <p>New boarders are allocated a 'friend' who looks after them through their first few weeks at school and provides a link between school and the boarding house and helps them become familiar with the daily routines. Dorm Leaders also have responsibilities to help new boarders settle in and advise them on the routines etc.</p>		

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

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
<p>The Headmaster retains overall responsibility for the oversight of school records, however, general day-to-day administration is delegated to members of the Senior Management Team who report issues to the Headmaster as appropriate via regular meetings.</p> <p>Major punishments are in the first instance, overseen by the Deputy Head on a regular basis. Records of these punishments are recorded and retained by the Deputy Head.</p> <p>Serious complaints are recorded, investigated and monitored by the Headmaster. These records were also seen and an advisory recommendation has been made.</p> <p>Accidents and risk assessments are overseen by the Headmaster and the Building Estates Manager.</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**

Inspectors ate breakfast, lunch and supper during the course of the inspection. All meals provided were adequate in quantity, quality and choice. Pupils have a choice between a hot, cold and vegetarian meal at lunchtime and suppertime. Alternative meals are prepared as required for pupils with special dietary, medical or religious needs and kitchen staff are made aware of pupils with allergies. Catering staff report on any concerns regarding pupils who are not eating.

A food committee has recently been established.

The dining room is shared with the Pre-prep and Senior schools, however sessions are staggered to allow for sufficient space/time for the numbers involved and for each group to finish their meals properly.

An external company provides appropriate training for the catering staff in food handling and hygiene. The catering manager reported that chefs are qualified/being trained to NVQ level 3 & 4.

The Environmental Health Service last inspected the school in February 2004 and confirmed that minor contraventions have now been rectified.

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**

Drinking water is available in the house from the pantry on request and from two water fountains around the school. Boarder reported that they drink water from the bathroom sinks at night.

Snacks are provided at break times during the morning and afternoon and toast and biscuits are supplied during the evening prior to bedtime. Pupils can also order tuck from the school shop on particular evenings.

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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The school fire procedure includes the actions to be taken in the event of a fire and staff responsibilities. All boarders and staff spoken to were aware of the emergency evacuation procedures.

The Building and Estates Manager as school fire officer confirmed that fire drills are undertaken on a termly basis during 'boarding time' and include a night evacuation over the course of the year, and the emergency lighting, fire alarm system and appliances are systematically tested to British Standards.

Dorset Fire and Rescue Service carried out an inspection of the school in July 2004 at which time the existing fire precautions at the school were being satisfactorily maintained. The next inspection will be due in July 2006.

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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There was no evidence to suggest that any unusual or onerous demands are placed on boarders. Whilst school life is busy and pupils are keen to participate in the opportunities available to them, the Assistant Head and tutors are aware of the workload that some pupils will have/will take on and that some discussion may be needed with the competing Heads of Department.

No boarders described being under any stress due to onerous demands and felt that there was a reasonable amount of free time available if required.

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.

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**

The school have a comprehensive risk assessment policy which includes all the detail required in a risk assessment for off-site school trips.

An Off Site Risk Assessment Co-ordinator has been employed by the school to produce the paperwork required for risk assessments and to assist with the arrangements and implementation of pre-visit safety checks and other aspects of safety management. He has a Certificate in Off-site Safety Management and is responsible for risk assessments throughout the school for activities, trips, sports and educational visits.

Generic risk assessments are completed at the start of the year for sports fixtures and low risk regular trips.

A sample of specific risk assessments were seen by the inspectors. These include the request from the party leader for a risk assessment to be undertaken which includes all the information regarding the proposed trip. The risk assessment is then produced by the Risk Assessment Co-ordinator which is then sent to the Headmaster to agree to the trip and to sign it off.

For trips designated as high risk and for residential trips staff will check out the venue including the activities on offer and the accommodation. Checks are also done to ensure that instructors hold the relevant qualifications and centres have completed their own in-house risk assessments.

Where the school takes pupils to an English activities centre a photocopy of the license is obtained to check that it adheres to the appropriate regulations.

Consent forms are issued to parents for all trips and these were seen by inspectors.

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**

Boarders are not allowed to leave the school site unless accompanied by staff.

Newspapers are delivered daily and placed in the library and boarders have access to the TV at specific times.

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

The boarding house has a suitable number of staff to meet the needs of the boarders.

One set of Houseparents and two House Tutors oversee the running of the boarding house with a number of other staff who help with the supervision of the boarders. These include academic duty staff who are in the house until 8.30pm, a qualified nurse who in addition to their medical role is in the house in the mornings and the evenings, junior matrons and Gap Year students (TA's).

Duty rosters are displayed in the house, identifying which staff are on duty and boarders confirmed that there were plenty of staff around in the house.

At least three members of staff sleep in the house at night. Other members of staff living on site are also available in the event of an emergency.

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

All organised trips away from the school site are staffed in accordance with or above DfES guidance and staff running trips must follow the offsite activities procedures and receive approval for the activity.

Boarders are required to sign in and out of school with an appropriate designated adult only.

Written policies are available for the safety and supervision of boarders during journeys, which cover the use of school transport and school use of public transport.

Gap students work in the school and the boarding houses under appropriate supervision.

Standard 33 (33.1 - 33.5)

Staff should be present, and accessible to boarders as necessary, in each boarding house at night.

Key Findings and Evidence**Standard met?**

3

The boarding house has a House Tutor and a Sister on duty and sleeping in at night who are accessible to boarders if required. In addition the Houseparents are located in an adjoining flat and are available on call if required.

All boarders spoken with confirmed that they can knock on the House Tutors door or contact the Sister using the medical emergency bell if necessary.

A fire list detailing every boarder sleeping in each evening is posted in each corridor after lights out.

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**

Inspectors saw job descriptions for all staff with boarding duties which clearly state the person to whom they are accountable, however, it is acknowledged by the senior staff that these could be developed further given the evolving roles of the boarding staff.

Ancillary staff confirmed that there were clear arrangements for their line management and supervision and all felt that they were well supported by the school.

A formal induction procedure, which includes guidance on child protection, is in place for nursing staff, house tutors. TA's and Matrons which is overseen by the Assistant and Deputy Heads and supported by the Houseparents and the Senior Sister. All boarding staff are to undertake the 'On-line' child protection course developed by the NSPCC - Child Protection Awareness in Education.

The Headmaster informed inspectors that a Performance Management System has been introduced this term. This will be completed with the Senior Management Team in the first instance and then be cascaded down to all staff.

Inspectors were told that opportunities are available for boarding staff to receive training on issues concerning boarding practice.

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

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

The school has an up to date staff handbook for staff reference, which is supplemented by the Boarding Standards Handbook. These include policies on child protection, anti-bullying, sanctions, the tutor and prefect systems, responding to boarders' problems, the handling of complaints by boarders and parents and the organisation of boarding houses.

The school has a staff disciplinary procedure, currently under review, which includes provision for precautionary suspension of staff where necessary. It does not currently 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?	3
<p>During the inspection the inspectors observed a pleasant, happy atmosphere around the boarding house and witnessed sound boarder/ staff relationships. During the evening both staff and boarders joined in enthusiastically with the activities on offer and the evening routines were carried out in a relaxed but structured manner.</p> <p>The philosophy of the school encourages a community atmosphere, within which each child learns responsibility and to care for others, and houseparents and staff create a home-from-home environment. This was evident on the evening of the inspection with a prevailing atmosphere of fun. The pupils and staff appeared happy and inspectors were very impressed with the confident, courteous manner in which the boarders conducted themselves in discussion groups and around the school throughout the inspection.</p> <p>The 'Pupil Questionnaire' carried out prior to the inspection showed that boarders considered that there was a wide range of staff across the school that they would go to if they had a problem.</p> <p>The majority of boarders spoken to across the school felt, in general, that staff cared for them and looked after them well. Some minor concerns were expressed regarding consistency amongst boarding staff, however, this was understandable given there has been a high turnover of boarding staff recently and the inspection took place at the start of the new term when boarders were still settling back into boarding routines.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Inspectors observed that the supervision of boarders was carried out sensitively and in a non-intrusive way. No reports were received from boarders where privacy had been unnecessarily invaded.</p>		

Standard 38 (38.1 - 38.10)

Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with borders (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**

Inspectors acknowledge that the school is aware of areas in the recruitment process, which need to be strengthened in order to ensure that all elements of standard 38.2 are satisfactorily addressed, and the Headmaster's Secretary has since reviewed procedures to include those areas which were omitted when the inspection took place (The school had previously been following guidance which conflicts with the National Minimum Standards).

All offers of appointment are subject to satisfactory references and CRB checks. There have been some circumstances where a member of staff has begun work before the result of the CRB has been returned, where they have previously been employed in other schools or where they have a satisfactory CRB from a previous place of employment.

To date overseas Gap students have not been subject to CRB checks by the school and this is recommended to ensure that there have been no offences committed during any previous visits to the country. It was noted that the appointment of Gap students includes a police check/certificate of behaviour from their country of origin and this is good practice.

A member of staff from the Senior School oversees the recruitment of domestic staff used in the school. An inspector met with her but did not review records, however, was informed that CRB checks are carried out at Standard Level. References, however, are not always taken up.

The recruitment of grounds staff and catering staff are carried out separately at the Senior School and these were not reviewed during this inspection (arrangements for this will be reviewed during the CSCI inspection of the Senior School in January 2005).

A recommendation is made regarding the co-ordination of recruitment records for domestic and other staff employed by the Senior School whose duties involve contact/work in/with the Preparatory School pupils.

The school has a list of taxi companies, which the Senior School has confirmed, have been CRB checked.

Recommended actions have been made which need to be actioned in order to fully meet this standard.

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

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

Some staff have started at the school before the result of a satisfactory CRB check has been returned and this has been reported on in standard 38.

All visiting adults are required to sign in and out of the main building and wear ID badges.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The boarding accommodation is appropriately lit, heated, ventilated and suitably furnished and good standards of cleanliness and decoration were observed in the main.

Furnishing of the house is considered suitable to the needs and ages of boarders and was generally seen to be comfortable and in a satisfactory condition.

Staff confirmed that breakages and maintenance issues are dealt with on a priority system.

All boarders spoken to were generally happy with the facilities provided in house. Some minor maintenance issues were mentioned in pupil groups and these were passed on to the Headmaster at the verbal feedback.

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**

Boarding accommodation is reserved for the use of those boarders designated to it and is protected from access by the public by use of keypads on the main entrance doors, with other doors being one-way only by day or alarmed at night.

Reasonable measures are in place to prevent unauthorised public access to the main school grounds. However, the school recognises the dangers of a rural location with public footpaths/rights of way that cross the campus and are aware of the need to remain vigilant to security issues. The school have recently appointed a security officer who completes checks at night and are currently undertaking a security review.

Visitors must report in at reception and staff are advised to challenge strangers to the school.

Inspectors visited the sports centre, which is open to the public when not in use by the schools' and were advised that specific slots are booked by the Prep which are supervised by staff.

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**

Sleeping accommodation is considered to be suitably furnished and of sufficient size for the needs and ages of the boarders accommodated, with appropriate separation between age groups and from accommodation for adults. It was pointed out to the Headmaster that a couple of the dormitories are considered by inspectors to be at full capacity.

'Z beds' had been used to sleep day pupils who had stayed overnight prior to the inspection. Inspectors caution the use of these and consider such use could result in those dormitories becoming overcrowded. The implementation of the Proposed Development for Boarding will free up space and allow for smaller dormitories.

Boarders reported that beds are of sufficient size, are maintained in good condition and have adequate space around them.

All sleeping areas are carpeted and provide adequate storage space.

Boarders have been encouraged to personalise their own sleeping areas as appropriate.

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Suitable facilities are available to boarders for both organised and private study throughout the house.</p> <p>Classrooms and the library are used for supervised prep and inspectors observed this to be adequately staffed.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>Adequate toilet and washing facilities are readily accessible to boarders, which offer appropriate privacy and are suitably separated by age and gender.</p> <p>Boarders informed inspectors of minor maintenance issues which need to be addressed. These were passed on to the headmaster at the verbal feedback.</p> <p>Staff and other adults have separate toilet and showering facilities.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Suitable changing facilities are provided for use by day for all pupils including boarders.</p> <p>All changing facilities used by boarders have adjacent and suitably private toilet and washing facilities.</p>		

Standard 46 (46.1 - 46.6)

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

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

Recreation areas for boarders are varied. Common rooms are available for different activities, the TV and games room is suitable for watching TV and playing board games etc and the prep gym is used for dance, table tennis, pool and other more boisterous activities. There is a girls' common room for the younger girls to play in and boarders can play in their dormitories in the evenings if they don't want to be involved in the set activities.

The outdoor recreation areas include a five-a-side football pitch, a tarmaced ball court, an adventure playground (supervised by adults), the tennis court area as well as grass and wooded areas. Boarders are always supervised in these areas.

The library and the IT suite are available for boarders after prep if they want to sit quietly and have some privacy.

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**

In the main all areas visited by inspectors appeared to be free from avoidable safety hazards. Windows on the upper and lower floors are restricted. However, several doors were wedged open during the day throughout the inspection which compromise the fire safety of the building. A window in the senior girls shower room requires repair.

Risk assessments for the school buildings and grounds were completed by an external company in 2001 and should be updated and then reviewed on an annual basis to ensure they remain current. The Buildings and Estates Manager has been recently appointed and informed inspectors that he intends to review these risk assessments. No risk assessment appears to have been carried out of the lake and he is aware that this needs to be done.

The Building and Estates Manager reported that fixed wiring testing had been completed in the school, Legionella tests have recently been completed on taps, drinking water, showerheads etc, Portable Appliance testing is done in house, safety glass is installed as required when breakages occur and the Asbestos register is due to be updated.

A health and safety committee meets on a termly basis.

Boarders confirmed they were aware of areas and activities which are out of bounds.

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	2
<p>The sanatorium has one room with 3 beds for boarders who are ill at school and a separate isolation room. Shower and toilet facilities are provided nearby. The decoration and furnishing of the rooms was homely but the school recognises that the current facilities are not ideal and has plans to address this as part of the Proposed Development for Boarding.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Boarders' bedding and clothing are appropriately laundered by the school.</p>		

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
<p>The school shop supplies a range of stationery and other necessary items. Purchases are made by means of a note from parents, or boarding staff if necessary. Parents are then charged at the end of term.</p>		

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
<p>Not applicable.</p>		

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 has introduced an Off Site Risk Assessment Co-ordinator and associated procedures, to ensure that boarders welfare is safeguarded while accommodated away from the school on short-term visits. All such trips are referred to him in order to ensure that all school procedures are followed and specific risk assessments are completed for each trip.

Any off-site accommodation arranged by the school is checked by the school before use and monitored during use. This could be carried out by staff or through bona fida companies with in location experts.

Where boarders are staying in accommodation away from the school they are accompanied by school staff at all reasonable times or are under the supervision of staff.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** N/A **Signature** _____**Date** _____ _____**Inspector** Sue Shaw **Signature** _____**Date** _____

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 13th, 14 & 15th September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The inspection was carried out in a very positive and helpful manner. The school learnt a great deal by the process. A number of misunderstandings in the interpretation of the Boarding Standards were clarified and support was given to help the school comply with the standards in the future.

There was one serious problem identified that was handled extremely fairly by the Lead CSCI Inspector. CRB and DfES guidelines were at odds with the latest CSCI advice on staff recruitment procedures. Clarification of the requirements was given but clearly better communication between the different agencies is needed to ensure schools do not get caught in the middle. It was also clear that although the CRB claims to process its checks within two weeks this is often not the experience of the school and can cause difficult delays in appointing staff.

It will be important for schools to be given access to the amended CSCI Boarding Standards and their guidelines for interpretation as soon as possible. I believe that there is due to be an on-line service starting soon so that schools can update their operating procedures as quickly as possible.

Some elements of the inspection were very difficult to prepare for, especially the Pharmacist's Inspection where guidelines were woolly and requirements far more detailed than outlined in the Standards.

Guidelines in how to exceed the Standards should be circulated to all boarding providers as it seems that those who know the ropes (Boarding Professional Inspectors) are able to exceed the thresholds through inside knowledge.

Generally the inspection was a helpful and worthwhile experience in helping our school to become an even safer and better boarding provider.

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

Amendments to the report were necessary

☐

Comments were received from the Head

☐

Head's comments/factual amendments were incorporated into the final inspection report

☐

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

☐

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 17th February 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the recommended actions in a timely fashion

☐

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

☐

Head has declined to provide an action plan

☐

Other: <enter details here>

☐

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Andrew Roberts-Wray of Clayesmore Preparatory School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>Andrew Roberts-Wray</u>
Signature	<u><i>Andrew Roberts-Wray</i></u>
Designation	<u>Headmaster</u>
Date	<u>15th February 2005</u>

Or

D.3.2 I _____ of _____ 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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