



Champions for
Social Care
Improvement

inspection report

Boarding School

Woodcote House School

Snows Ride

Windlesham

Surrey

GU20 6PF

20th January 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

Woodcote House School

Address

Snows Ride, Windlesham, Surrey, GU20 6PF

Tel No:

01276 472115

Fax No:

01276 472890

Email Address

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

Mr Nick H K Paterson

Name of Head

Mr Nick H K Paterson

NCSC Classification

Boarding School

Type of school

Date of last boarding welfare inspection

13.3.98

Date of Inspection Visit		20th January 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Mr M Hill	075660
Name of NCSC Inspector	2	Mr J Croft	
Name of NCSC Inspector	3	Mr J Chivers	
Name of NCSC Inspector	4	N/A	
Name of Boarding Sector Specialist Inspector (if applicable):		Ms M Hodgkinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR NHK PATERSON	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

Inspections are carried out by the NCSC, 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 NCSC 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 NCSC in respect of Woodcote House School.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Woodcote House School is a family run preparatory school for boys aged between eight and thirteen years. The school has been run by several generations of the Paterson family. The majority of boys that attend the school are boarders.

The boarding facilities are traditional in design. The school provides a range of activities for the boarders and through the combined efforts of the Senior Management Team is moving forward proactively to provide experiences to equip pupils for secondary education.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Woodcote House School provides a traditional and homely school and boarding environment for boys of preparatory school age. Staff spoken with were enthusiastic to promote the welfare of boarding pupils through the provision of activities, the encouragement of parental involvement and pastoral support. Twenty-one of the fifty standards assessed were deemed to be met, with no shortfalls. Twenty-five standards were considered to be almost met, with minor shortfalls.

The school was found to have a very positive and friendly atmosphere, with the boarding pupils expressing much appreciation for the school, its history, activities and caring staff.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Standards requiring attention are set out in the recommendations section of the report, pages 7-10. The four standards requiring particular attention and deemed to have major shortfalls refer to toilet and washing facilities, changing provision, health and safety measures and accommodation for boarders who are ill.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Appreciation is expressed to the boarders, boarders' parents and staff of the school for their cooperation in the process of the inspection. The school was found to be a caring and positive environment for the education of its' pupils.

The report contains a number of recommendations, which are based upon the National Minimum Standards for boarding schools. Timescales are set for a number of these to be addressed, while the school is asked to prepare an action with timescales set, to address the remaining issues.

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 (marked with the symbol *) and any advisory recommendations are to be addressed. Please supply the action plan by 30 April 2004. 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	1	That more detailed information is provided to parents in writing.	*
2	2	That continued initiatives are taken to counter bullying within the school as a significant number of boarders state that they are sometimes bullied.	Immediate effect
3	3	That risk assessments are carried out in relation to the accommodation of monitors in the dormitory rooms where there can be significantly younger boys living.	30.4.04
4	3	That the schools' internal child protection procedure checked with the local Surrey County council Assessment Team in order to clarify the actions to be taken by the school in the event of child protection concerns.	30.4.04
5	3, 5	That the 'Don't worry' sheets and the complaints procedure include the contact details for the National Care Standards Commission/Commission for Social Care Inspection.	30.4.04
6	3	That the school doctor is provided with information about the child protection procedures operated by the school and the Surrey Area Child Protection Committee and that child protection training is provided for a wider number of staff, including ancillary staff.	30.4.04
7	4, 36	That the school produces a list of approved and non permissible sanctions in order to deter the making of humiliating or idiosyncratic sanctions, both in the classroom and boarding houses.	30.4.04

8	5	That further steps are taken to explain the purpose of pupil help lines and the process that would follow on from a contact with the agencies publicised.	28.5.04
9	6	That a general policy is produced to counter major risk to health such as substance abuse.	*
10	7, 17	That reference is made to standard 17.2 and Appendix 2 of the standards in order to determine the adequacy of existing records concerning the health and welfare of pupils.	*
11	8, 12	That consideration is given to the introduction of a school council in order to facilitate future development.	*
12	9	That further consideration is given to policies that anticipate possible significant crises affecting the welfare of boarders.	*
13	15	That policy which relates to pupils with a vulnerability to Anaphylactic shock is disseminated to all members of the school community	16.4.04
14	15	That monthly medication administration records are kept, that medication records are kept securely in the locked medication room at night and that a list is produced of the locations of all first aid boxes, the contents of which need to be checked on a regular basis.	16.4.04
15	16	That urgent refurbishment of the sick bay premises takes place with the welfare of pupils in mind.	*
16	18	That an equal opportunities policy is produced in order to further formalise the schools' approach to countering forms of discrimination and promoting the value of diversity.	*
17	19	That the process of supervision by staff members does not curb the freedom of expression of pupils when writing letters.	*
18	22	That the school takes advice into the legal aspects of arranging weekend stays for boys in order to consider issues such as liability for accident.	28.5.04
19	24	That a review takes place of the adequacy and variety of snacks available to pupils at various times of the day, with reference to morning break, mid afternoon biscuits/drink and evening with a view to ensuring that boys with growing appetites receive sufficient food.	28.5.04
20	29	That verification is sought of the qualifications of instructors leading activities in school or at activity centres off site.	Immediate effect
21	34	That job descriptions are further developed and regularly reviewed, that the training programme is further developed in relation to boarding and that all supervisory and appraisal meetings are formally recorded.	*
22	35	That the list of policies and documents covers all aspects identified in Appendix 1 of the standards.	*
23	37	That a review is carried out in relation to how the privacy of the boys is promoted within the school.	*
24	38	That the school develops a written recruitment policy and equal opportunities policy statement	*

25	38	That the recruitment details required by Standard 38. 2 of the National Minimum standards for Boarding Schools are obtained regarding staff appointed after the introduction of current requirements and for any new appointments that are made.	28.5.04
26	40	That a review is carried out of the adequacy of heating and furnishings within boarding, including the possible provision of floor covering such as rugs in order to provide satisfactory comfort and warmth.	*
27	44	That the reported practice of bath water being shared by more than one boarder is investigated and reviewed as necessary following information received from one parent in the routine inspection letter to parents.	*
28	44, 45	That urgent attention is paid to WC/bathrooms and the changing room where the poor fabric of the facilities and inadequate cleaning standards may impact adversely upon the health and dignity of boarders.	30.4.04
29	46	That plans are made to improve the standard of the music practice rooms.	*
30	47	That an action plan with timescales for completion is drawn up and sent to the NCSC/CSCI to address the health and safety issues identified under this standard in order to ensure the safety of staff and boarders. Please refer to the standard in the report.	30.4.04
31	48	That steps are taken to improve the quality of décor and furnishings of the sick bay in order to improve the comfort of pupils.	*

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	7	That the school reviews the degree of monitoring that may be possible by staff of the level of personal hygiene of the boarders.
2	20	That pupils may retain part of their pocket money providing safe storage is available on the boarding houses.
3	30	That possibilities for local community links are further explored by the school.

*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 NO YES NO YES YES NA
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	NO
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	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	20/1/04
Time of Inspection	09.30
Duration of Inspection (hrs.)	21.5
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

8

TO

13

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

Boys	67
Girls	0
Total	67
Number of separate Boarding Houses	2

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

2

The website for the school was found to be a useful source of information in addition to the leaflet for boarders and the school fixture card. The Headmaster acknowledged that more detailed information would be valuable to parents prior to the admission of children. This perception was echoed in a broadly positive letter from one parent to the inspection team, who commented that a presentation to new parents would provide helpful information on how the boarding aspect of the school operates.

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?

2

Discussed with Head and Mrs P. It was acknowledged that some name calling takes place between boys as opposed to physical forms of bullying.

The anti bullying policy was viewed and found to be constructive. The majority of questionnaire responses from boys stated that they were not being bullied, with some occasional bullying taking place, often name calling. The boys overwhelmingly stated that they were able to talk to adults about these concerns. Please see the recommendation that continued initiatives are taken to counter bullying within the school as a significant number of boarders state that they are sometimes bullied.

Seven parents wrote to the NCSC in response to the inspection notification letter, a number of whom referred to the positive atmosphere present in the school including confidence in teachers to respond to any issues of bullying that might arise.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

77

%

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 had two Surrey ACPC procedure manuals present and guidance documents including and the schools internal procedure was found to be detailed. It is recommended that this be checked with the local Surrey County council Assessment Team as some confusion was found to be present about actions to be taken in the event of child protection concerns. It was agreed that the school doctor should be provided with information about the local child protection procedures. The Headmaster and Head of PE were both keen to use available CP videos in recognition that child protection training is needed by a wider number of staff, including ancillary staff.

The system of boarders fulfilling the role of ‘monitor’ was felt to be positive by the Headmaster who gives monitors induction training. The Headmaster reported that the conduct of this role is kept under review to ensure that individuals do not abuse their position of responsibility. The inspection team believe that the school needs to assess the possible risk that may arise to pupils from older pupils entering adolescence living in the same room with much younger boys.

The Headmaster reported that consideration was being given to the use of partitions for the monitors in order to afford them a greater degree of privacy and to reduce the potential disturbance of other pupils arising from later bedtimes. The Headmaster reported that boys have raised unfair punishments issued by monitors and reported that in one instance a monitor was moved due to concerns. A small number of references are made in pupil questionnaires to monitors setting unfair punishments. In some cases older boys are not appointed as monitors where aptitude is not considered to be present.

The Fire Officer is reported to favour the presence of a monitor in each bedroom area in order to facilitate the evacuation of the building in the event of the fire alarm sounding and on balance the Headmaster believes that advantages outweigh disadvantages.

Please see the recommendation to carry out risk assessments in relation to the use of monitors and that the ‘Don’t worry’ sheets include the contact details for the National Care Standards Commission/Commission for Social Care Inspection.

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?	2
<p>The boys were found to be well aware of the expectations of teachers in relation to behaviour and referred generally to fair punishments being used. In some instances pupils were found to be required to make an apology to the school for misbehaviour and write out the conduct code. The Headmaster reported that the making of an apology is deemed to be an effective deterrent for undesirable or dangerous behaviour, being used on a fairly rare basis. Several references were made to specific measures such as standing in the corner of the dining room at supper or standing in the medical room at night if not settling down to sleep, the latter confirmed by a staff member.</p> <p>Boys referred to monitors giving out punishments e.g. 'ginger nights' where the boys are not allowed to talk if they have been noisy. The headmaster confirmed the limits placed upon monitors in deciding punishments.</p> <p>In discussion it was agreed that the school would produce a list of approved and non-permissible sanctions in order to deter the making of humiliating or idiosyncratic sanctions.</p>		

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>Boys were found generally to express confidence about raising concerns with staff members. Please see the recommendation that the complaints procedure contains the contact details for the National Care Standards Commission/Commission for Social Care Inspection.</p> <p>Child help line posters were found to be displayed where telephones are located for the use of pupils. Please see recommendation to further explain the purpose of help lines and the process that would follow on a contact.</p> <p>The independent persons phone number is present.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		0

Standard 6 (6.1 - 6.3)		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	2
An accident policy was found to be present.		
Please see recommendation that a general policy is produced to cover this standard.		

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
Central records were viewed relating to individual pupil welfare, being found to contain only brief information in most instances. Please refer to standard 17.2 and Appendix 2 of the standards in order to determine the adequacy of existing records.		
One parent commented very favourably about the school in a letter concerning the inspection but expressed some concern about the level of monitoring of the level of personal hygiene of the boarders, which can be achieved by the staff group.		

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 Senior Management Team of the school was found to be providing a good oversight of the school, since it's inception two years ago. Parents referred to there being good communication, which was evidenced by correspondence viewed. The Head Matron was considered to demonstrate good potential for future development and to have confidence expressed in her by staff and pupils.

One parent commented very positively about the leadership of the school provided by the Headmaster and the positive response of the staff group that results.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

2

The school was found to have comprehensive policies and procedures in relation to fire.

Please see the recommendation that further consideration is given to policies that anticipate possible significant crises affecting the welfare of boarders.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence

Standard met?

3

Boys are grouped according to age in the main boarding house with pupils in the final year spending one term boarding in the Dominies House in recognition of their senior status in the school. Snacks are available at 7.30 PM for the pupils in the top three senior forms, including pupils in Dominies.

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
<p>The boys were very positive about life in the school and social events such as BBQ's. The atmosphere in the dining room and meetings with pupils was lively and good-humoured. Outdoor activities such as hut building and fire lighting with teachers have proved to be very popular.</p> <p>Boys referred to activities at weekends but that these were new and opportunities to go out were limited. Sunday outings have occurred to Portsmouth, rock climbing, cycling, action station.</p> <p>Boys asked for more opportunities to go to the local shops/amenities and with parents. The Headmaster reported the need to ensure parity between the privileges of different age boys but stated that changes are taking place to the operation of the school such as the taking out of pupils with notice.</p>		

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
<p>The pupils were open and willing to express opinions to inspectors and indicated confidence in talking to staff in general, including the head. Teachers were cited as approachable if pupils have a problem. Please see the recommendation that consideration is given to the introduction of a school council in order to facilitate future development.</p>		

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
<p>The Headmaster is known to provide induction training to the monitors who are appointed to provide role models for the pupils. Weekly meetings were found to take place with monitors, which facilitated clarity of expectations.</p>		

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
<p>Most pupils referred to there being many people available to discuss important issues although a small proportion stated a preference for talking to their parents. The tutor group system provides a forum for sharing issues and concerns.</p>		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

2

Generally a positive system of treatments was found to be provided by the school doctor who described there being good liaison with home area GP and parents. A policy was present in relation to anaphylactic shock, with training in recognition and treatment provided. Please see the recommendation to disseminate the policy.

The Nurse spoken with presented as open and responsive in discussions about health care within the school. Lists of pupils' allergies were found to have been widely circulated, with records kept of medication administered. A book as being obtained in which to record medication that is disposed of. Generally, detailed records were found to be present including permission for the use of homely remedies from the GP or parent of pupils.

Please see the recommendation that monthly medication administration records are kept, that medication records are kept securely in the locked medication room at night and that a list is produced of the locations of all first aid boxes, the contents of which need to be checked on a regular basis.

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?**

2

Discussions with the pupils indicated that the sick bay is available during illness and that staff are available to provide support.

Please see the recommendation to carry out urgent refurbishment of the sick bay premises which were found to be run down and need of brightening up with the welfare of pupils in mind.

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?**

2

Some pupils were found to have special needs. Plans were present in relation to the management of diabetes and enuresis. Support was provided to pupils experiencing home sickness and where a pupil had sustained a recent bereavement.

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?**

2

Scope was found to further explore the cultural experiences of pupils given the presence of a number of boys from overseas. Please see the recommendation to produce and equal opportunities policy.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence**Standard met?**

2

Boys reported that the content of letters home is checked by staff that supervise weekly letter writing. The Headmaster agreed to clarify the role of staff in this regard in order to ensure that pupils freedom of expression when writing letters is not curbed by the process of supervision.

Standard 20 (20.1 - 20.3)

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

Key Findings and Evidence**Standard met?**

3

The Headmaster reported that pupils may have £10 spending money per term, which is held by the school secretary. Please see the recommendation that pupils may retain part of their pocket money providing safe storage is available on the boarding houses.

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
The admission policy was found to be clear. A buddy system is in place, through which older pupils facilitate the settling in of newly admitted pupils.		

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?	2
The school does not have any formal system for the use of guardians.		
The brochure refers to the school arranging for boys to stay with the parents of other boys and it was reported that there are approximately two or three such arrangements per week. Please see the recommendation that the school takes advice into the legal aspects of arranging weekend stays for boys in order to consider issues such as liability for accident.		

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
Reference to written recording systems and discussions with staff members indicates that there is a need for the schools' SMT to oversee the regular monitoring of systems within the school (Appendix 3 of the standards).		

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?	2
A number of positive comments were received about the quality of food available in the school. Meals were available late for pupils and staff participating in after school activities such as sport. The school had received a good report from the Environmental Health Officer recently. Good standards of cleanliness were observed.		
Please see the recommendation that a review takes place of the adequacy and variety of snacks available to pupils at various times of the day, with reference to morning break, mid afternoon biscuits/drink and evening.		

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
Boys were found to be knowledgeable about sources of drinking water.		

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
Boys were found to be familiar with arrangements to evacuate the building in the event of the fire alarm sounding. The written log of fire drills was found to be detailed. The Fire Risk Assessment document was present and had been updated recently.		

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
Staff were considered to recognise the dangers of pupils becoming over committed to a large number of school activities.		

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
No other children are known to be routinely present on the school site.		

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?**

2

Risk assessment documents were present for hazardous activities in the school and those offsite, such as the ski trip. Boys were clear about the safety issues related to the rifle range which is a provision registered with the appropriate regulatory body.

Please see the recommendation that verification is sought of the qualifications of instructors leading activities in school or at activity centres off site.

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?**

2

Boys were observed to read newspapers and to have the use of email systems.

Please see the advisory recommendation that possibilities for local community links are further explored by the school.

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

A minimum of two staff members are on duty until 8PM, with matrons on call at night.

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

Staff members supervise outdoor activities. The use of mobile telephones is developing as a means of pupils maintaining contact with adults.

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 boys expressed confidence in being able to call the Headmaster and other staff at night.

Standard 34 (34.1 - 34.7)		
All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
Assistant matrons were positive about the induction training they had received on starting work at the school. The Headmaster reported that the SMT reviews the performance of staff and monitors any issues of staff conduct.		
Please see the recommendation that job descriptions are further developed and regularly reviewed, that the training programme is further developed in relation to boarding and that all supervisory and appraisal meetings are formally recorded.		
There is no system of GAP students working in the school for a period between school and higher education/employment.		

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?	2
A staff handbook is present in the school. Please see the recommendation that the list of policies and documents covers all aspects identified in Appendix 1 of the standards.		

Standard 36 (36.1 - 36.4)		
There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	2
The boys presented in a relaxed, open and friendly way during the inspection, speaking highly of staff in most instances. A strong sense of pride in the history of the school was evident.		
Letters were received from seven parents of boarders. Of these six were very positive about the school and made comments on facets like the family atmosphere created and the value of personal attention given to boys, which has resulted in a sense of well being for the boarders.		
A small number of instances were reported to the inspectors of idiosyncratic means used by teachers do gain the attention or compliance of pupils during lessons. The details of these were passed to the Headmaster who agreed to make his expectations of staff conduct clear to all concerned. One pupil reported issues of concern in his questionnaire, which were explored in detail with the young person in question and with the Headmaster. It was agreed that the school would investigate the reported matters within guidelines agreed with an external agency.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	2
<p>Staff were observed not to knock on dormitory doors in all instances. Privacy was also found to be an issue in toilets, bathrooms and changing rooms due to the limitations of design.</p> <p>Please see the recommendation that a review is carried out in relation to how the privacy of the boys is promoted within the school.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The school did not have a written recruitment policy or equal opportunities policy statement, which need to be developed. The recruitment process involves the advertising of vacancies in professional journals. CV's are submitted outlining work history and short listed candidates are called for interview. The interview panel usually consists of the Headmaster and the Head of Department.</p> <p>A sample of sixteen staff files was inspected. Written references were not available in twelve of the files, although telephone references had been taken up. There were shortfalls in that CV (work history), confirmation of staff identification, copies of job descriptions and copies of staff qualifications were absent in a number of files. The majority of these appointments were made prior to current requirements and Standards being in place. Evidence of Criminal Record Bureau checks was available regarding all staff with the exception of two senior staff. It is important that these checks are obtained without delay.</p> <p>Please see the recommendation that the recruitment details required by Standard 38. 2 of the National Minimum standards for Boarding Schools are obtained regarding staff appointed after the introduction of current requirements and for any new appointments that are made.</p>		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
<p>The Headmaster reported that Criminal Records Bureau checks are made prior to any staff members starting work within the school</p>		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

2

Generally the dormitories were found to be tidy and well cared for, with the original floorboards and décor believed to contribute to the traditional feel of the boarding accommodation. Boys are able to store valuables in lockable tuck boxes. Bedding is supplied and is felt to provide a sense of uniformity in quality and appearance.

A number of pupils reported that the temperature of the boarding accommodation was cold e.g. the junior, red and blue dormitories and some dormitories were observed to be cold during the evening at the inspection along with the matrons' sitting room. Some boys reported picking up splinters from wooden floors. Limited hanging space for clothes was observed in the dormitories.

Discussion took place with the Headmaster in relation to the most traditional aspects of the boarding premises and it was understood that there has been consultation about the considerations of comfort and health involved. Please see the recommendation that a review is carried out of the adequacy of heating and furnishings within boarding, including the possible provision of floor covering such as rugs in order to provide satisfactory comfort and warmth.

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
There was no public access to the boarding accommodation.		

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?	2
Please see the earlier discussion of the presence of older pupils who act as monitors within each sleeping area.		

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
The school form rooms are used for study purposes.		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	1
<p>A significant number of questionnaires commented upon there being poor quality showers and baths in the school and problems of privacy. The senior boys WC was observed to be very run down with hardboard walls, a broken hot tap, lack of openable lock from outside, gap at the top of the door and bare light bulb. The bathroom with 4 WC's was found to have poor décor and doors, to be damp and have urine damage, resulting in an unpleasant odour. Please see the recommendation that urgent attention is paid to bathroom facilities of a poor standard in order to provide sufficiently for the health and dignity of boarders.</p> <p>Please see the recommendation that the reported practice of bath water being shared by more than one boarder is investigated and reviewed as necessary following information received from one parent in the routine inspection letter to parents.</p>		

Standard 45 (45.1 - 45.3)		
Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	1
<p>The changing room was viewed and seen to have new wooden hanging cupboards of a good standard. However, poor hygiene was found in the showers, with communal scrubbing brushes, light fittings near the water supply, tile sealant damage, rusty curtain rail and poor curtains. The purpose of taps on the wall in the shower area was unclear. Poor privacy for the urinal was evident in relation to the entrance door. Visitors changing facilities were found to be limited. The boot rooms were also in a poor condition of cleanliness. Please see the recommendation for this standard.</p> <p>The electric plant room was found to be unlocked.</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?	2
<p>The school was found to have some very good facilities including swimming pool, astro turf sports pitch, tennis courts, golf course and indoor games area, including table tennis, table football and pool table. Parents commented positively about the value of activities in promoting the development of boarders.</p> <p>Music practice rooms were found to be very run down, with poor quality lighting, some without diffusers. Please see the recommendation that plans are made to improve the standard of the music practice rooms.</p>		

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence

Standard met?

1

The swimming pool was viewed and discussed with the staff member involved. Good security was present via the roofing and the locked door. Two staff were said always to be present during swimming sessions.

Records of the weekly checks of the school vehicles were viewed. All minibuses were reported to have safety belts. The driving documents of drivers were found to be checked.

A significant number of health and safety issues were identified which need an action plan to be developed to ensure the safety of staff and boarders:

That regular checks are carried out and recorded of the surface temperature of towel rails and radiators with particular reference to the radiator directly behind a bed headboard (3rd formers, racing car theme).

That hot water temperatures in bath and shower outlets are checked periodically and recorded.

That the electrical wiring system is assessed with a view to any necessary rewiring taking place.

That certificates of the worthiness of gas and electrical systems are obtained.

That swimming pool safety compliance is checked with the Health and Safety Executive/Environmental Health Department.

That records of water testing of the pool are kept in pen and fully dated.

That a risk assessment of the steepness of the pool stairs is carried out.

That the need to check the quality of stored water periodically is established with the water company.

That the wedging open of fire doors including the use of wooden blocks to keep doors ajar is reviewed in order to ensure satisfactory fire safety practice. Please check the standard of some poorly fitting doors.

That the hazards represented by trailing leads on the many portable heaters are assessed and necessary action taken. Please also check the safety of old wall heaters.

That the metal pipe/tap on staircase is removed in the interest of safety.

That the security of cupboards containing hazardous materials is improved, such as in relation to the key routinely left in a high lock.

That a review is carried out of fire exit hatches staff accommodation is directly adjacent, for the protection of staff and boarders.

That the adequacy of window restrictors is checked.

That the hazards represented by the loose tiles and water leak on the staircase corridor to master's bedroom are remedied.

That the unoccupied staff flat is made secure.

That copies of staff driving licenses are kept where staff drive school vehicles.

That the safety of one bed, a trailing wire from a wall light, fire extinguisher bracket, TV aerial wire through an open window and light diffusers are checked on the Dominies house.

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?	1
The sick bay was visited and found to be generally very run down, with poor equipment and furnishings. No floor mats or rugs were present, old hospital bed trays were in use and a large wall vent had no cover.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Laundry equipment was located in new shower room. The equipment was found to be used only in lesson time in order to respect the privacy of pupils. Care was taken to return clothing to individual boys and the team was found to be hard working.		

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 could obtain snacks and stationery items from the tuck shop and toiletries from the medicine room.		

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
This standard is 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?	3
Senior staff reported that activity accommodation is checked before use. The school uses familiar centres which have proved to be reliable on previous occasions.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Locality Manager Sally Anne Floyd **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 <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

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

D.2 Please provide the Commission with a written Action Plan by , 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 _____ of _____ 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 _____ 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.