

inspection report

Boarding School

Swanbourne House School

Swanbourne

Bucks

MK17 0HZ

27th September – 01st October 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

Swanbourne House School

Address

Swanbourne, Bucks, MK17 0HZ

Tel No:

01296 720264

Fax No:

01296 728089

Email Address

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

Mr Stephen Goodhart

Name of Joint Heads

Mr Stephen Goodhart and Mrs Julie Goodhart

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

15/11/00

Date of Inspection Visit		27th September 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Sue Smith	098651
Name of CSCI Inspector	2	Maureen Richards	953234
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Angela Tear	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR S. GOODHART & MRS J. GOODHART	

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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 Swanbourne 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.

Swanbourne House school is an independent Preparatory school situated in the picturesque village of Swanbourne. It is within close proximity to the towns of Milton Keynes, Buckingham and Aylesbury.

The school provides education facilities for children between the ages of 7-13. In addition a pre-preparatory centre is on site.

Joint Heads Mr Stephen Goodhart and Mrs Julie Goodhart lead the school. The school has strong policies and procedures in place with a positive philosophy towards the education and nurturing of children.

Boarding facilities are provided for those children who wish to try the boarding experience. All facilities are separated by age and gender with no discrimination between the facilities provided. Some pupils are overseas students, which necessitate boarding; these children are positively supported in this environment.

The school has extensive grounds, which are well maintained. An abundance of outdoor activity areas are provided which includes swimming facilities, a golf course, and numerous sports fields and play areas. All of the school's classrooms and amenities are situated on the one site.

PART A SUMMARY OF INSPECTION FINDINGS

A SUMMARY OF THE INSPECTION FINDINGS CAN BE FOUND IN THE FOLLOWING THREE SECTIONS OF THIS REPORT.

- **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**
- **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**
- **CONCLUSION AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

IN ADDITION EACH STANDARD WITHIN THIS REPORT HAS A WRITTEN SUMMARY OF FINDINGS.

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school implements a comprehensive and thorough statement of Boarding Principles and Practices, which includes short, medium and long-term aims. The effectiveness of this statement is evidenced by the positive and commendable practices observed during the three days of inspection.

Standard 4: (standard met with commendable practice).

The school should have and follow, a fair and appropriate policy on behaviour, discipline and use of punishments known to boarders, staff and parents.

The school has an excellent statement of policy, which underpins a framework of mutually respectful behaviours. Children's questionnaires indicated they felt safe, secure and valued.

Standard 5 (standard met with commendable practice).

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

The school follow the IAPS recommended procedure for reporting complaints, which is published on the main school internet site as well as the separate parents site. The school keeps excellent records of complaints and concerns, which are addressed within recognised timescales.

Standard 9 (standard met with commendable practice).

The school should be capable of satisfactorily managing crises effecting boarders welfare.

The school has compiled a file of risk assessments and actions to be taken in the event of crises within the school environment. This has recently been implemented with the lighting strikes that hit the school over the summer break, causing extensive damage to the boarding facilities. The hard work and dedication shown by staff to ensure all facilities were up and running in time for the start of term is commendable. There was little evidence of damage during the inspection with fresh paint and fittings throughout.

Standard 11 (standard met with commendable practice).

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

The choice of activities offered to Boarders is extensive and varied. Children were observed enjoying the outdoor activities as well as the on site facilities available to them. Additional visits off site are risk assessed and adequately supported by staff. During the inspection the children were observed participating in a variety of sports and leisure activities, which they all seemed to be greatly enjoying.

Standard 24 (The standard was met with commendable practice).

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.

The food offered was of a high standard with a hot and cold menu. The meals were balanced and varied, nicely cooked and well presented. The kitchen was well run with all environmental health guidance in place. Parents and children were complimentary towards the staff and meals offered.

Standard 30 (The standard was met with commendable practice)

Boarders have access to information about events in the world outside of the school, and access to local facilities, which is appropriate to their age.

The Heads have worked hard to ensure the school is integrated within the local community. Local community events are held in the school's grounds and children attend a variety of community activities. The Heads are to be commended for the proactive approach they have to building relationships with the local community.

Standard 36 (The school met this standard with commendable practice).

There are sound staff/boarder relationships.

The school excels in all aspects of communication with their pupils, which are carried over to the boarding facilities. The environment within boarding is one of "Family"; this is apparent throughout and is implemented by all of the staff and led by Mr. and Mrs. Nelson Lucas. The Inspectors were impressed with the level of commitment shown by staff, which enables the children to live in a supportive and nurturing environment. Open and clear communication between the boarding team and the Heads was apparent.

In addition to the identified commendable practices, the school were able to demonstrate excellent health and safety systems that are overseen by a suitably qualified member of staff, the school were able to demonstrate a proactive approach to identifying risks and ensuring the safety of all within the school environment.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Standard 7 (Standard almost met, minor shortfalls)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

The school do keep a log of all concerns, however individual welfare plans as necessary are not held. The School will need to formulate these plans before they are able to fully meet this standard. Discussion took place with Boarding Parent and Heads on how they could address this.

Standard 26 (Standard almost met, minor shortfalls)

Boarders and boarding staff should be aware of emergency evacuation procedures and boarding accommodation. The school should comply with recommendations of the Fire Service and regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine test recommended by the fire service.

The school have implemented thorough fire precaution procedures and systems, however it was noted some children were still propping open their dormitory doors. The school has been asked to further risk assess these dormitory doors and if necessary consult with the fire authority on how this can be resolved. The matter will be addressed through the Heads working with Mr. Shepherd (Health and Safety Committee) and through consultation with the Boarding parents.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Swanbourne House School provides a well-organised and nurturing environment for its boarders. The Boarding facilities are separate to school facilities with adequate privacy and are maintained to a high standard.

The School was able to demonstrate an excellent philosophy for the care of Boarders with policies, procedures and practice in place, which is supportive of this philosophy. Parents of boarders were complimentary of the staff and supportive of the systems in place, comments were that they felt the school has created an extended family atmosphere, which is fully supportive of the individual children.

This has been a positive and enjoyable inspection of the school's boarding facilities and practices with seven standards met with commendable practice, 41 standards fully met, 2 standards not applicable to the school and two standards not met, with minor shortfalls.

The Inspectors would like to take the opportunity to thank the pupils and staff for the warm welcome received throughout the inspection.

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	3	That the contact details for the local C.S.C.I. office are added to the Child Protection Policy.	28/11/04
2	7	That where necessary, individual welfare plans are formulated and maintained by the Boarding parents. These must be held in lockable facilities.	28/12/04
3	15	That the scheduled fitting of a padded entry lock to the main clinic room is fitted as a matter of urgency.	28/10/04
4	26	That a further risk assessment of Dormitory doors that are propped open by children is undertaken. The school will need to consult with the Fire Authority before fitting any additional mechanisms.	28/10/04

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	1	To further utilise the parents web site, the statement of boarding principles and practices be posted on this site.

2	14	To further verify the CRB disclosure of the Independent listener by either keeping a record of the disclosure number, or (if the person is in agreement) a photocopy of the disclosure.
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*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	NO
• 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	YES
Individual interviews with pupil(s)	NO

Date of Inspection	01/10/04
Time of Inspection	09:00
Duration of Inspection (hrs.)	86
Number of Inspector Days spent on site	3.5

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**

9

TO

13

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

19

Girls

6

Total

25

Number of separate Boarding Houses

2

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

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

The school has an excellent statement of boarding principles and practices. The document contains a statement of philosophy as well as short, medium and long-term aims. All aims are clearly stated with an explanatory passage.

These principles and practices are made available to parents and boarders in written format as well as an induction seminar for both parties, which address the aims and values of preparation for public school with additional details of boarding education.

An advisory recommendation is given for this information to also be made available on the parents internet web site.

The school fully meets this standard.

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 anti-bullying document in place is of an extremely high standard; it is very much a working document with an awareness of the principles exhibited by all staff and pupils.

To further utilise the use of the parent's web site the inspectors agree with the Heads comments (on the pre-inspection evaluation form) for this policy to be included on this site.

The school fully meets this standard.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

85

%

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 child protection policy in place is reflective of a commendable approach to the protection of the children both in the day school and the Boarding facilities.

Evidence of training for all staff (including ancillary staff) was found in training records as well as through discussion with staff members. All staff spoken with understood the necessity for following reporting procedures and were able to identify the designated Child Protection Officer for the school. The school ensures all persons on site who are contracted to undertake works are chaperoned by designated staff.

CRB's and references for staff were evident when examining recruitment procedures.

The implementation of this policy is reflective of commendable practice, however, a minor detail, which pertains to the adding of the contact details for C.S.C.I., will need to be made to ensure this policy is complete. A recommendation is made to this effect.

The school meets this standard with one minor addition needed to the policy.

Standard 4 (4.1 - 4.7) The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	4
<p>Within the Boarding Policy document and handbook a statement of policy for addressing punishments is given, this is as follows:</p> <p>It is Boarding House policy that any disciplinary measures should be undertaken immediately and should be constructive and corrective rather than punitive.</p> <p>With this statement clear guidelines are given to enable staff to work within the statement, this includes ensuring punishments given during the school day are not carried over to boarding. In addition a Statement of Pastoral Care Guidance and Discipline document is available.</p> <p>As stated in the policy time is given for the child to explain their behaviour, apologise for it or even own up to it. Staff should also seek to find a disciplinary measure, which allows the child an opportunity to correct their misdemeanour. All disciplinary measures are to give the child the opportunity to prove that they accept responsibility for their actions.</p> <p>Feedback from the children through the boarders questionnaire and group discussion was positive in respect to punishments, all children felt punishments given were fair and consistent and could not recall a time where any punishment was unnecessary or did not fit the misdemeanour. The children conveyed they felt they were listened to when they had as they described it "Not quite got it right" and given the opportunity with adult support to change their behaviour.</p> <p>It was evident throughout the inspection, that these methods of dealing with conflict or behaviour that may challenge, have positive outcomes for the children and in turn are productive for the safe management of the Boarding facility. The Inspectors commend the school for their proactive approach towards the meeting of this standard.</p> <p>The school fully meets this standard with commendable practice.</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?	4
<p>The school has an effective complaints procedure; the first stage of the policy is available in the school diary. This gives parents the opportunity to discuss their issues of concern to enable a resolution to be found before the issues become a complaint.</p> <p>The IAPS recommended procedure for reporting complaints is published on the main school internet site as well as the separate parents site.</p> <p>Records of complaints are held, this includes any concerns that have been raised, and these records were of a high standard with all complaints addressed within identified timescales.</p> <p>The school fully meets this standard with commendable practice.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:	0	

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence**Standard met?**

3

The school has a policy relating to the use of drugs, tobacco and other substances that may affect the wellbeing of pupils. This policy is extensive and is supported by the PSHE curriculum (this includes other areas of teaching such as science).

The school fully meets 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

The Boarding parents do keep a log of all concerns relating to individual children, these are informative and action is taken when issues are raised.

This system does need to be modified to one which enables individual records of welfare plans to be maintained.

Advice was given to Mrs Nelson-Lewis with a general (sketched) format provided for her to change and implement as necessary.

All welfare plans need to be individually maintained and held confidentially, with relevant staff (on a need to know basis) being informed of the information. These plans must be held in lockable facilities. A recommendation for this system to be put in place is made.

Once these plans are in place the school will be able to fully meet this standard.

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 Management systems are clearly identified within the Boarding Handbook.
All staff has the experience and expertise necessary to carry out their roles and responsibilities.

All staff attend inset days to further develop their practice.

The school fully meets this standard.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

4

The school has a commendable approach to crisis management. A file is available which identifies appropriate responses to individual crises that may affect the day-to-day operation of the school.

The school has recently been subject to putting this theory into practice with the recent lighting strikes that occurred towards the end of the summer break. The damage caused by this event was extensive and greatly affected the Boarding facility. Due to the excellent systems in place the school and its staff were able to effectively manage this crisis and were able to open its doors to boarders on the first day of term. The inspectors commend the commitment of the staff team and the excellent systems in place.

The school meets this standard with commendable practice.

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
Boarding facilities provide designated areas for both boys and girls. Within these facilities are dormitories, which are designated by age. Flexi boarding occurs in a well-planned manner, which enables year groups to sleep in age appropriate dormitories. There is no distinction between the boys and girls facilities with both sexes approached equally.		

Standard 11 (11.1 - 11.6) There should be an appropriate range and choice of activities for boarders outside teaching time.		
Key Findings and Evidence	Standard met?	4
There is an excellent balance between structured time and free time within the boarding practices led by Mr. and Mrs. Nelson Lucas. Children are supported to continue and participate in hobbies. Activities are varied and appeal to both sexes. The children commented on the fun aspect of activities and how much they enjoyed the interactions with teachers and boarding staff during this time. Children felt the activities were plentiful and there was something for everyone to do, they could find no deficits in offered activities in winter or summer months. During the inspection the children were observed participating in a variety of sports and leisure activities, which they all seemed to be greatly enjoying. The atmosphere was one of children enjoying being children. The schools grounds are extensive and provide such things as swimming facilities, a golf course and sports fields that can all be accessed by boarders. The wooded areas available to children have been risk assessed with children enjoying tree climbing (with an identified height restriction) and games of hide and seek. The school has fully met this standard with commendable practice.		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
The school operates a school council, which enables both day and boarding pupils to have their say in proposed changes as well as issues the children themselves raise. During the inspection it was noted by the BSPI the remarkable amount of notice that is taken of the children's views. When relaying this to the Heads it was found the school are accessing the Listening to Children courses run by Hommerton college in Cambridge to assist them to implement changes in practice. This has had a positive impact on the school with the children themselves commenting they felt listened to. The school fully meet this standard.		

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

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

The school operates a prefect system, which includes an induction process for designated prefects. This system does not run over to the boarding facility, which has Dorm Prefects as well as a Head Boy and Head Girl.

This system is effective and gives the boarding children the opportunity to self-monitor with adult support.

The school fully meets this standard.

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 pupil questionnaire exercise showed positive results for this standard, they were able to identify more than enough adults whom they would turn to for personal guidance.

The school does have an independent listener, however the pupils did not see this as a priority when identifying an adult they would speak with.

The Independent listener is CRB checked by the Diocesan to enable him to carry out both this role and the additional support he offers the school. The school are reminded they must verify the CRB disclosure for this person and either keep a copy of the number or if the person is in agreement a photocopy of the disclosure for their records. This is given as an advisory recommendation.

The School fully meets this standard.

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 surgery, which is efficiently managed by two Registered Nurses with day-to-day support from unqualified staff. Both Nurses ensure they are up-to-date with current nursing codes of conduct and ensure their own professional practice is up-dated. One of the Nurses is soon to undertake a back to practice course to further develop her skills.

The facilities are child friendly with books and health information posters in the waiting room. The sick room is well equipped with three beds, dining facilities, a T.V. and video system, lots of cuddly toys and books. The décor of the room itself has been well thought out with bright healthy colours in place, which are both relaxing and child friendly.

Separate toilet and bathing facilities are available for the surgery's use, which include both a bath and shower.

The Surgery staff keep relevant information on all pupils, however there is a need for some of the systems to be modernised to ensure they are up-to-date with current data protection act guidelines. This has been discussed with one of the Nurses with an agreement for a separate correspondence to be sent to the surgery with a list of suggested changes.

These have not been reflected in this report, as they have no relevance to the meeting of this standard.

Whilst waiting to meet with the Nurse the Inspectors had the opportunity to sit with children who were also waiting to meet with her, the feedback from these children was that they always felt comfortable coming to the surgery and were well looked after, A quoted comment was "the Nurses are kind".

It was discussed during the inspection of the Surgery that a further Homely remedies list needed to be formulated as there was additional unprescribed medications held in the lockable facilities, this work has now been undertaken and is now ready for the G.P. to authorise.

The Nurses keep an up-to-date list of all staff First Aid certificates and dates for refresher courses; names are submitted to the Heads for courses to be arranged.

The door to the main clinic room has been scheduled for a padded entry lock to be fitted, this will need to be implemented as a matter of urgency due to both the medication stored in this area and the confidentiality of information. A recommendation is made to this effect.

The school meets this standard with recommendations for modernisation given separate to this report.

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**

The sick room is situated within calling distance of the clinic room. The surgery staff monitor the children efficiently whilst ensuring their privacy.

The school fully meets this standard.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	3
Records of specific health and personal problems of children are maintained by the Nurses, these were found to be thorough. As previously mentioned there is a need to modify how information is held which will be addressed separate to this report. The school meets this standard, with the need to modernise addressed during the inspection.		

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
There is no apparent inappropriate discrimination of any child within the school. Policies in place ensure all children are treated equally with systems in place to assist and support children who may have specific cultural or spiritual needs. The school fully meets this standard		

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 facility provides excellent telephone facilities, which are both private and available to children. In addition calls can be made from either mobile phones or the Boarding parents flat. The school fully meets this standard		

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 children are not provided with lockable facilities in their dormitories, however the need for this was not evident due to the strong emphasis on respect for people's personal possessions and individual privacy. All children have a designated space for storing personal items and feedback from children was that this was sufficient for their needs; the children all related this was private space and no other child would go into this drawer. The system appears to work well with no reports of abuse of the access to personal belongings. The school fully meets this standard.		

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 school implements a shadowing system for all new pupils which extends to Boarding practices. There are excellent senior and junior staff support systems in place to ensure all new boarders are happy. The school fully meets this standard.		

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
The school does not appoint or refer guardians.		

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
The school has in place systems to ensure all records pertaining to punishment; complaints and accidents are monitored by the one of the Heads. In addition a senior member of staff who has previous experience with the Health and Safety Executive monitors the Health & Safety aspects of the school. Utilising the skills of this individual is a positive initiative of the school. Risk assessments are of a high standard with evidence of regular reviews and reporting taking place. The school fully meets this standard.		

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?**

4

The school employs its own chefs and kitchen staff who are all trained to a high standard. Meals offered were of an extremely high standard with a selection of hot, cold and vegetarian meals on offer. Children spoken with all agreed that there was always something on the menu they would like.

A recent food audit has taken place, which provided positive responses to the meals on offer.

The children enjoyed the meals over the weekends; especially the family roast dinner that takes place each Sunday.

Snacks are available throughout the evening, with a set tea and then hot meal offered each evening. Those children who may have missed a meal due to other activities are always offered something to eat once returning to Boarding. Mrs Nelson-Lucas receives notification of any child who may require an additional meal and ensures no child goes to bed hungry. The Catering Manager receives notification of any special diets and ensures these are made available.

The kitchen is well managed with all Environmental Health requirements in place.

Temperature monitoring of fridges and freezers is taking place as well as records of food probing.

The Inspectors joined the children during meal times and were able to observe adult support for those children who require it. Staff eat with the children, which further supports the philosophy of the school, other staff are on canteen duty to ensure all children receive a meal and trays are stacked appropriately. The Management of the dining area is a positive initiative with an unhurried and friendly atmosphere; the Inspectors were impressed with the smooth and efficient management of this area.

The school meets this standard with commendable practice.

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

As previously mentioned the Boarding parents always ensure additional food is offered for those children who may have missed a meal.

Adequate water drinking facilities are available in Boarding.

Children receive tuck during the evening and are given time to consume this in a relaxed environment.

The school fully meets this standard.

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?****2**

The school regularly undertaken fire evacuation drills. The children are aware of their responsibilities in the case of fire with a fire action plan in all dormitories, this is well organised with such things as the placing of duvets on the floor when evacuating to enable the responsible adult to make a quick check on each dorm for children who may still be inside.

Night-lights have been provided for use in dorms at night for those children who may not like the door being closed. This is a positive initiative, however it was noted that some children are still propping open their doors, the Inspectors were assured a security check is undertaken each night before retiring to ensure all doors are closed. It is strongly recommended the school further risk assess these dorms. Consultation with the Fire Authority will need to take place before any mechanisms that will enable the doors to remain open safely are fitted.

Once these assessments have been undertaken the school will fully meet this standard.

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**

There are no onerous demands on boarders.

The school fully meets this standard.

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?****3**

The school does not have other children using the schools premises other than its own pupils.

The school is let-out for two weeks each year; at this time only the organisers stay on site with the children undertaking the programmed activities coming in on a daily basis.

The school fully meets this standard.

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**

As previously mentioned in this report, the school has an excellent risk assessment practice. All activities are assessed for potential risks and minimised by action plans as far as is reasonably practicable.

Parents do give consent for children generally to take part in activities. It was discussed with the Heads as to whether this consent would also cover the school for potentially high-risk activities undertaken on weekends for such things as ice-skating, indoor snowboarding and long distance day trips. The Inspectors have suggested a list of usual activities is formulated for parents to give their consent, to ensure the school is fully protected. The Inspectors believe only the school could make a decision as to whether this was a viable proposal. The school fully meets this standard.

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?****4**

The Heads have worked hard to ensure the school is integrated within the local community. Local community events are held in the school's grounds and children attend a variety of community activities.

There was evidence of children accessing appropriate reading materials and age appropriate information about events in the world outside of the school.

The Heads are to be commended for the proactive approach they have to building relationships with the local community.

The school meets this standard with commendable practice.

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 rota is in place for all staff that undertakes boarding activities outside of school time. Sufficient numbers of both senior and junior staff are available on any given day with staff sorting out any problems before they affect the children.

There is a system in place to ensure all staff are aware of the day's activities and any concerns that may have to be raised prior to them joining the children.

The school has written policy that reflects the Heads standing in for House Parents in an emergency.

The school fully meets this standard.

Standard 32 (32.1 - 32.5) Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.		
Key Findings and Evidence	Standard met?	3
<p>The school has excellent security measures in place.</p> <p>One taxi firm is used for the transporting of children, with CRB disclosures in place.</p> <p>The boarding area does not operate a signing in or out book, as this is not necessary with the current systems in place.</p> <p>Emergency telephone numbers are available to children and their escorts.</p> <p>Relevant staff are issued with radio-controlled receivers to ensure breaches of security are communicated effectively, these are also used for emergency situation.</p> <p>The school fully meets this standard.</p>		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>In addition to the House parents and senior boarding staff, a duty person is available to boarders throughout the night.</p> <p>Children felt they could always raise a member of staff should they require support at night.</p> <p>The school fully meets this standard.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
<p>Boarding staff both senior and junior have clear job descriptions, which are reflective of their roles.</p> <p>All GAP staff receive a full induction and have clear job descriptions.</p> <p>In addition a boarding staff handbook is available which is reflective of current policies and procedures.</p> <p>The school fully meets this standard.</p>		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
<p>As previously mentioned all staff that undertake boarding duties have access to a staff-boarding handbook, which is reflective of current written guidance and policies. Newer boarding staff spoken with were clear of their roles and the philosophy of boarding at Swanbourne House.</p> <p>The school fully meets this standard.</p>		

Standard 36 (36.1 - 36.4)**There are sound staff/boarder relationships.****Key Findings and Evidence****Standard met?****4**

The school excels in all aspects of communication with their pupil, which is carried over to the Boarding facilities. The philosophy of the school's boarding facility is to create a family environment where the children feel safe and secure.

Interaction with boarders is both respectful and nurturing. An open door philosophy adopted by the House parents, Mr. and Mrs. Nelson Lucas, which further enhances the feeling of a family environment.

Children spoken with were all extremely positive about the boarding experience and could not describe one negative aspect of their boarding life. They enjoyed the time they spend not only with the designated boarding staff but also teaching staff who support them in the boarding experience, they all liked that this was a time when they were able to have fun away from the school day with their teachers.

The staff are to be commended for the commitment they show towards these children.

The school meets this standard with commendable practice.

Standard 37 (37.1 - 37.2)**Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.****Key Findings and Evidence****Standard met?****3**

Staff are respectful of the children's need for privacy, they were seen knocking before entering bedrooms and were unobtrusive whilst supervising washing and bathing times. The school fully meets this standard.

Standard 38 (38.1 - 38.10)

Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

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

The school has a thorough recruitment system in place; this includes the receiving of two written references, which are then followed up verbally, an up-to-date C.V., a G.P. letter and qualifications and certificates. All CRB's are in place before employment commences. (Due to the constant changes to CRB requirements, the Inspectors suggested the PA contact the CRB department or log onto their web site should she have any queries).

A checklist for recruitment is in place which gives the date of all correspondence sent as well as received. A similar list is in place for the recruitment of GAP staff, this leaves space for all information whether written or verbal to be recorded.

All prospective staff receive a job description on application with contracts of employment evident in personnel files.

Newly employed boarding staff files were inspected and all found to be maintained to a high standard.

The school has developed a computer system that helps the Head and Heads PA to track recruitment, access is only open to these two persons to maintain confidentiality. Once employed a hard copy of all information is held in individual personnel files. The Heads PA is commended for the upkeep of the systems in place.

The school fully meets 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?****3**

All sessional staff and volunteers are subject to a CRB disclosure check prior to working with the children. Presently all sessional sports staff undertake a disclosure with the company who employs them.

The school fully meets this standard.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The Boarding facilities as previously mentioned were hit by lightning during the summer break. This caused extensive damage to the facility, which has necessitated some planned decoration to be put on hold until the next school holidays. On saying this inspectors were impressed with the standard of the décor and the obvious hard work that had taken place to ensure the environment was both liveable and comfortable for the children on their return, there was little evidence of the crisis that had taken place.

Additional bedside lighting had been purchased for fitting during the summer break; this has naturally been put on hold and will take place in the next term break.

Adequate ventilation is provided in each Dormitory with window restrictors in place.

At this time there are no children with disabilities boarding, the school has considered provision for children with disabilities and has explored ways to accommodate any child who wishes to board at the school.

The school fully meets this standard.

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
<p>The Boarding facilities are safe, secure and reserved for the use of boarders.</p> <p>A lock-up system is in place, which is undertaken by a member of staff to further ensure the safety and security of the children.</p> <p>The school fully meets this standard.</p>		

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
<p>Sleeping accommodation consists of larger dormitories and some two-bedded rooms. There was no evidence of overcrowding.</p> <p>All children have personalised linen and duvets, which are stored appropriately when they return home.</p> <p>Gender and age group separate the sleeping accommodation.</p> <p>There was evidence of personalised dormitories with pictures, posters, toys and comfy seating throughout.</p> <p>There was no evidence of wardrobes, however all children are provided with adequate drawer space and hooks for hanging jackets and dressing gowns.</p> <p>Adult accommodation is separate but within close proximity to the children's accommodation</p> <p>The school fully meets this standard.</p>		

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>Facilities are available for children to study, with some senior boarders in smaller rooms to enable them to study without distraction. Children spoken with felt the facilities provided met their needs.</p> <p>The school fully meets this standard.</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

The main bath and shower facility in the boys boarding area was scheduled for an upgrade over the summer break, this has been put on hold due to the crisis that hit the school at this time. On inspection it was noted this area was looking tired, however the present facilities are adequate to meet the needs of the children.

A new hot water system has been fitted which supplies adequate amounts of temperature-regulated hot water.

The facilities in both female and male areas of the facilities are adequate to meet the needs of the children.

The school fully meets this standard.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

The changing facilities for use during the day are of a high standard. They were clean and tidy, free from offensive odours and inviting. It was noted that the shower curtains although pleasant and in an excellent condition might not provide the privacy required due to their patterned design, this has not necessitated a recommendation, however the school may want to assess the suitability themselves.

The school fully meets this standard.

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

As previously mentioned in this report the schools list of activities both indoors and outdoors is extensive, these are all subject to adult supervision and risk assessments.

The school fully meets this standard.

Standard 47 (47.1 - 47.9)

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

Key Findings and Evidence**Standard met?**

3

As previously mentioned in this report, all areas of the school have been risk assessed to minimise all hazards to the children.

The schools risk assessment process is of a high standard with evidence of reviews taking place.

The school fully meets this standard.

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>The school's surgery is equipped to care for children who are ill, this is pleasant and used solely for this purpose (see standard 15).</p> <p>Any child who can go home during a bout of illness would be accommodated in the sick room until such time as a parent or guardian can pick up the child.</p> <p>Any child who needs to remain at the school is adequately cared for by Registered Nurses and supporting staff.</p> <p>The school fully meets this standard.</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>The Laundering of children's belongings is undertaken in a designated laundry room. Possessions are then returned to the boarding facility for ironing and stacking in the child's individual laundry basket. The children all felt the system met their needs with very little clothing going to the wrong child.</p> <p>The school fully meets this standard.</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>All stationery items are provided to boarders as needed.</p> <p>Time is given for the purchasing of personal items.</p> <p>The school fully meets this standard.</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>The school does not arrange lodgings to accommodate pupils.</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 does use a facility for school trips to France; this has been visited on many occasions with relevant risk assessments for its use in place.

All trips to this facility are subject to an additional risk assessment, which pertains to the particular children and staff attending the trip. The designated Health and Safety Officer checks this before any trip commences.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 27th September – 01st October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

NO

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

YES

Note:

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

D.2 Please provide the Commission with a written Action Plan by 30th November 2004, 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD’S AGREEMENT

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

D.3.1 I, _____ of Swanbourne House School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I, _____ of Swanbourne House School
am unable to confirm that the contents of this report are a fair and accurate
representation of the facts relating to the inspection conducted on the above
date(s) for the following reasons:

--

Print Name _____

Signature

Designation

Date _____

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

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