



Champions for  
Social Care  
Improvement

# inspection report

Boarding School

## **Winchester House School**

Winchester House

High Street

Brackley

Northants

NN13 7AZ

22nd, 23rd & 24th March 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**

Winchester House School

**Tel No:**

01280 792483

**Address**Winchester House, High Street, Brackley, Northants, NN13  
7AZ**Fax No:****Email Address****Name of Governing body, Person or Authority responsible for the school**

Winchester House School Trust Limited

**Name of Head**

Mr S J Squire

**NCSC Classification**

Boarding School

**Type of school****Date of last boarding welfare inspection**

<b>Date of Inspection Visit</b>		22nd March 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Mr Patrick Toner	080461
<b>Name of NCSC Inspector</b>	<b>2</b>		
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Mrs Carol Sandra Evans	
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		MR MARK SEYMOUR HEADMASTER	

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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 (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 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 Winchester 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.**

Winchester house School is an established boarding in the small marked town of Brackley Northants.

The school offers flexible boarding options to suit individual parents and children's needs. Boarding is available in two houses, one for boys and one for girls. There are suitable arrangements for separation by year group.

The school has a mainly local catchment area, which enables flexible boarding to be a viable option. The school is proud of its achievements and continues to develop a range of academic, sporting and leisure activities to develop the whole person.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The Inspectors found boarders to be an exceptionally happy bunch. The quality of pastoral care is high and boarders identify strongly with the schools ethos. There are effective peer relationships and incidents of reported bullying was low. The quality and variety of activities and social events supports the schools objectives and clearly met with the approval of all age groups.

In discussions with Inspectors the Headmaster, senior staff and pastoral staff presented as totally committed to the welfare of boarders and strived to achieve positive outcomes for individuals while enhancing the whole school development.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Many improvements have been made to the fabric to the school, which have had a direct positive impact on the quality of boarding. The headmaster has been in post since September 2003 and has developed an agenda for further general upgrading of boarding provision. Advice was given to improve the consultation process with boarders over some key aspects of boarding life, including the quality of meals, which was a key feature of the boarders questionnaire.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

Winchester house is a happy school. Boarders themselves have stated this and have impressed Inspectors with their astute observations of boarding life and the rationale for the routines established to ensure their health, safety and promote their welfare.

In discussions with Inspectors boarders were open and raised relevant issues, at the same time offering practical solutions to perceived problems? As stated elsewhere in this report the Inspectors have advised that more time is allocated for structured consultation with boarders and that forums are developed to engage them in key aspects of boarding life and the decision making process.

There is a cohesive pastoral staff team with strong leadership and good systems of peer support.

In general the management and administrative are of a high standard and Inspectors have recommended minor changes in accountability to improve the overall school systems.

The headmaster provides effective leadership without stifling delegated responsibility to senior staff. There is a team approach to boarding school life, which supports innovation and positive development. Staff at all levels were seen to be both supported and accountable.

The Inspectors were impressed with the joint efforts of all staff and children as observed in the whole school assembly which reflect well the schools values.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

<b>IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION</b>					

NA

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 and any advisory recommendations 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	
	BS38	The Headmaster should review the current arrangements for processing staff clearances and act on the advice given at the time of the inspection.	By 30 June 2004

### 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	BS13	As discussed at the time of the inspection the Headmaster should review the role, areas of responsibility and level of child protection training appropriate for prefects with reference to the guidance offered in the national minimum standards.
2	BS24	The feedback from boarders and the Inspectors own direct experience confirm boarders concerns about the quality of meal provision are founded, advice given during the inspection feedback should be acted upon to improve standards in this crucial aspect of boarding life.

3	BS47	The Headmaster should utilise the risk management process to address the two hazards identified at the time of the inspection.

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

**PART B****INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	NO

Date of Inspection	22/3/04
Time of Inspection	07 30
Duration of Inspection (hrs.)	60
Number of Inspector Days spent on site	6

**Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.**

**SCHOOL INFORMATION:****AGE RANGE OF BOARDING  
PUPILS****FRO  
M****7****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****72****Girls****25****Total****97****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?

3

The school has a comprehensive statement of boarding principles and practice which is available to parents, boarders and staff. The statement is informative and projects an accurate portrait of life at Winchester House School.

### Standard 2 (2.1 – 2.6)

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

#### Key Findings and Evidence

#### Standard met?

3

The school has a policy on countering bullying. During the inspection a children's survey was carried out, the findings of the survey and the feedback to inspectors confirmed there was some evidence of low level bullying. Any matters relating to bullying were discussed with the headmaster during the inspection. The majority of incidents of bullying referred to day pupils bullying.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

90

%

**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 officers for the school have undertaken appropriate child protection training. During the inspection it was apparent that house staff, ancillary staff, prefects and dorm captains have not received any cascaded child protection training, this matter is being addressed by the school following advice given by inspectors. Further advice was given regarding the need to clarify the schools policy on room searches.

**Standard 4 (4.1 - 4.7)**

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

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

3

Pupils are aware of the punishments and rewards systems and the list is made public. There was some indication from discussions with boarders that the old system of punishment was preferred. Boarders were open with inspectors and gave examples of where they felt some staff had punished excessively. Where boarders raised particular concerns about teaching staff this was addressed with the Headmaster for further investigation. The inspectors felt in general the system was reasonably fair and the reward system of “minutes” was commendable.

**Standard 5 (5.1 - 5.7)**

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

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

3

The school meets this standard however advice was given to develop the current system in terms of the manner in which complaints are registered and stored. Boarders and parents were aware of the complaints system and there was evidence of successful outcomes following complaints. Boarders are not penalised for making a complaint in good faith.

**Number of complaints, if any, received by NCSC about the school during last 12 months:**

0

<b>Standard 6 (6.1 - 6.3)</b> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>During the inspection the lead inspector met with the school doctor and school nurse and reviewed the schools systems for ensuring effective healthcare. There are arrangements in place for health screening and a range of policies which promote personal, social, and health education. Boarding staff are fully aware of the PSHE (Personal social and health education) aspect of boarding life and intergrate age appropriate guidance and advice. Boarding staff where seen to implement the schools policies in this area and ensure consistent approach.</p>		

<b>Standard 7 (7.1 - 7.5)</b> <b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The lead inspector case tracked boarders health and welfare records. The school maintains pertinent details regarding boarders health and welfare, there are a number of key documents available to staff to advise them on personal healthcare issues and ensure effective monitoring of individual boarders welfare issues. There is good communication between boarding staff, school nurse and school doctor. The head of boarding has regular meetings with the headmaster to ensure management information remains current and reflects any issues effecting boarders.</p>		



## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

### Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

#### Key Findings and Evidence

#### Standard met?

3

The school has an effective system of boarding management, all staff with a boarding role who were interviewed as part of the inspection process were at ease with their role and felt supported.

The school's governing body have an established system of monitoring and meet with the Headmaster and head of boarding on a regular basis. The head of boarding has undertaken appropriate professional training and has implemented policies which promote boarders' welfare.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

3

During the inspection visit the lead inspector met with the bursar and reviewed the school's crisis management systems. There are appropriate risk assessments and guidance documents in place to cover generic situations. The bursar confirmed that any specific risk or hazard would be risk assessed and a management response developed.

**Standard 10 (10.1 - 10.5)**

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

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

There are two boarding houses, one for boys and one for girls. There are appropriate age separation within each house. There are no significant differences in the overall quality of provision in each house, however the girls accommodation is newer and therefore presents less of a challenge in relation to maintenance. The boys accommodation, though older is full of character and has been tastefully upgraded. The boys and girls were proud of their living environment and keen to point out the benefits of their arrangements.

**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**

There are many activities available to boarders outside of teaching time. The boarders survey results demonstrated how much this was seen as a positive aspect of boarding life. The only real tensions were in making decisions about which activity and the amount of time available for that activity.

A number of children are involved in long-term projects and there was a buzz of excitement and enthusiasm everywhere. All boarders have access to the internet during the week and at weekends. There is a good balance between active and passive activities and also group and individual activities.

A number of weekly boarders spoke to the lead inspector and stressed their willingness to remain in school at weekends as the environment created was enjoyable, this was confirmed by discussions with full time boarders.

**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**

Although there is no school council as such, in discussions with inspector boarders were seen to have confidence in their house masters and mistresses and felt at ease when raising concerns or developing themes for improvement in house life. Dorm captains in particular played a pivotal role in the expression of the house groups wishes. The inspector has encouraged boarders to make better use of the meetings and try to ensure that time is made available for meaningful discussions. At the present time the food committee is not operating, however from the comments received from boarders it would be useful to reactivate this forum.

<b>Standard 13 (13.1 - 13.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Following discussions with a group of prefects the inspector advises that the prefect role is more clearly defined and details their areas of responsibility. The school should clarify prefects reporting responsibilities and develop further age appropriate child protection information.		

<b>Standard 14 (14.1 - 14.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
In discussions boarders confirmed there was a wide range of trusted adults who they may turn to for support and guidance. The school is advised to review the current arrangements for the independent listener, a number of boarders felt it would be difficult to raise some concerns as the independent listener is related to a member of staff.		
The dorm captains play a very significant role in the lives of the boarders. They provide pastoral care of a high standard during day and night; the dorm captain will share the sick bay in the boarding house with any boarder who is ill or distressed. They have no formal training but have learned by example. Boarders spoke highly of the dorm captains and were appreciative of their caring role. The inspector was able to observe one such interaction and was very impressed. They would benefit from the same training as the prefects.		

## 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

Minor illness's are medicated in house and the school has suitable arrangements for accessing dental and optical services. It must be stressed that the school catchment area is relatively local and therefore families may make their own arrangements. As stated previously there is a school doctor available who visits regularly.

### Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

#### Key Findings and Evidence

#### Standard met?

3

Boarders ill at night wake their dorm captain who gets a member of staff and then sleeps over with the sick boarder in the sick bay. If an incident is more serious the boarder may be accommodated in the sanatorium.

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Health problems were seen to be dealt with efficiently and boarders reported that personal issues e.g. bedwetting, asthma, home sickness and personal stress are dealt with sensitively. The inspectors discussed the welfare support arrangements for a boarder who was exhibiting some degree of anti-social behaviour which may have created a situation of vulnerability.		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There was no evidence of discrimination though one of the inspectors in discussions with a group of boarders was told that one boarder who did not fit in with the mainstream was experiencing some pressure, the group also felt that issues of sexual orientation and/or identity may attract bullying. These matters were discussed with headmaster to ensure the school is alert to the potential for harm, and take appropriate action.		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders are able to write letters and use email facilities located in the IT room. The school's policy is not to allow the use of mobile phones. Boarders reported some practical difficulties when trying to access the limited number of telephones available for example queues build up and there may be delays of up to forty minutes. More privacy is afforded in the girls' house as the telephone is enclosed however the boys' telephone is less private. Some boarders reported phone cards as very expensive and at times may be stolen. The school may wish to view the current situation.		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Each boarder has a locker provided. Parents pay an amount each term and boarders are given pocket money weekly to spend on tuck. A considerable number of boarders expressed concern about the limited amount of money available to them for tuck, given the average cost of each item. Trips are put on the bill payable by parents. As only prefects are allowed out of school there is little opportunity for boarders to spend money or make efficient choices.		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Inspectors confirmed that in discussions with boarders all felt welcomed by the school properly supported and their individual welfare where met. There is an established process of induction and a check list to ensure they have the necessary equipment. All boarders receive written information informing them who they can talk to should they have any concerns.		

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

<b>Standard 23 (23.1 - 23.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The Headmaster has a system of review and monitoring to ensure a consistent approach is maintained in relation to the schools established policies. Major punishments, complaints, accidents and sanctions are reviewed with the head of boarding and other senior managers. The schools risk management system is subject to review and appropriate action is taken to reduce identified risks. The Headmaster responded positively to evidence of an inappropriate response by a member of staff and continues to monitor any particular trend relating to issuing punishments or sanctions.		

<b>Standard 24 (24.1 - 24.8)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
No child will go hungry because of the abundance of food and snacks. However there were complaints about the quality of the main meals (lunch and supper) which the inspectors were able to evidence. Inspectors sampled nine meals in total, including one with staff. The difference between the boarders food and the staff food was remarkable and disappointing. Adequate provision is made for all special needs but some attention should be paid to improving the main meals, perhaps via the food committee. The quality of picnic meals was said to be unimaginative and on some occasions boarders had two picnic meals in one day.		

<b>Standard 25 (25.1 - 25.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The amount of fruit, bread, cheese etc in the boarding houses was impressive and boarders can eat as much as they want. Boarders are able to prepare food themselves however the facilities for boys is not as good as that of the girls, and they must get permission first. There is plenty of drinking water and other beverages available. Boarders raised a number of requests with inspectors regarding additional food items e.g. honey and ribena etc, which could be addressed by the food committee.		

<b>Standard 26 (26.1 - 26.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All boarders were aware of the procedure. There are clear notices everywhere and sensible practice. There are formal drills at different times as well as impromptu ones. Staff and boarders clearly understood the importance of fire safety.		

<b>Standard 27 (27.1 - 27.3)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There are no complaints except in the areas of tidying where some boarders felt they were blamed for and made to tidy up day pupils mess.		

<b>Standard 28 (28.1 - 28.2)</b> <b>The welfare of any children accommodated at the school, other than pupils, is protected.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
This standard is not applicable		

**Standard 29 (29.1 - 29.6)**

**Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

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

All high risk activities have been identified and suitable arrangements are in place to ensure appropriate levels of safety. Staff undertaking activities have received training and refresher training as applicable. During the inspection the inspectors were pleased to note an activity had been cancelled in relation to changing severe weather conditions.

**Standard 30 (30.1 - 30.5)**

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

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

It is the policy of the school that only prefects are allowed into town. Boarders have limited access to the television on Wednesday, Saturdays and Sundays but have access to stereos, magazines, videos etc and in addition have access to the internet.



## 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

Boarders know who is on duty at all times. Notices/rotas are clearly displayed in houses and there are sufficient staff available at all times. No times where identified and inspected where able to evidence additional staffing at key times. Staff of both genders work in each house. The school undertakes all necessary clearances and checks on staff and volunteers working with boarders.

### 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

Boarders were full of praise for the quality of school trips and were with identifiable staff at all times. In discussions with inspectors boarders were keen to tell of the previous weeks school trip which was changed at the last minute, due to adverse weather conditions, the alternative provided was interesting, informative and allowed them to have some free play and develop skills.

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
During the inspection there was evidence of good staffing levels in each boarding house at night. In discussions with staff they understood the value of being in close proximity without direct engagement with boarders.		

<b>Standard 34 (34.1 - 34.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All staff have job descriptions and contracts. Key boarding house staff have been on first aid courses and have a good range of boarding experience. As stated elsewhere the school should develop further child protection training for all staff.		

<b>Standard 35 (35.1 - 35.4)</b> <b>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All staff have access to a boarding practice handbook which offers practical guidance and support. There is a staff discipline procedure which reflects current good practice. Staff are aware that they may be suspended during an investigation but would continue to be supported.		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
In discussions boarders reported very favourably on all boarding staff and the inspectors observed affectionate/friendly relationships between staff and boarders. The atmosphere was warm and home like. Boarders were clearly trusted and aware of that they respected the authority of adults and felt that adults in turn nourished their growing sense of identity and independence. In discussions with staff it was clear there is a pragmatic approach to boarders welfare and staff are able to respond appropriately to individual needs. Staff were aware that children may present as confident yet vulnerable and vice versa.		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There were no complaints from boarders and there was evidence of sensitive behaviour and supervision in shower areas. Some female boarders reported shower curtains as potentially see-through, the Headmaster is addressing this issue. As stated elsewhere boarders raised some concerns about their dorms being searched in their absence and food being confiscated. The Headmaster is addressing this issue.		

<b>Standard 38 (38.1 - 38.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has a system for ensuring Criminal record Bureau checks are carried out. In discussions with the Headmaster, the lead inspector strongly advised that the bursar undertakes this process, which is common practice in boarding schools. At the time of the inspection the headmaster was reviewing the system to ensure best practice.		

<b>Standard 39 (39.1 - 39.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The inspectors discussed the arrangements in place to accommodate a family member of a member of staff, at the present time not residing in the school but due to return. Advice was given to ensure all statutory checks are carried out.		

## 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 houses are comfortable and the overall standard of accommodation is good. The boarding areas are attractively decorated and personalised, the common rooms are comfortable and well equipped. The lack of stair covering in the house makes it feel more austere and the boy's kitchen is less attractive and convenient than the girls. The main dining areas are attractive and highly valued by boarders.

### 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 are a number of electronic key pads on doors to control access and the main gates are shut at night, in general security arrangements are good. During the course of the inspection some minor security matters were encountered and discussed with the Headmaster for resolution.

<b>Standard 42 (42.1 - 42.14)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The dormitories are attractive, personalised child friendly spaces. In discussions with inspectors boarders had clear ownership of their individual arrangements and had made changes to ensure their comfort. There was no evidence of over crowding and each dormitory was of a reasonable group size.		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There are a number of suitable spaces available for organised and private study, however due to the layout of the school there is at the present time little provision to support private study. Prep, unusually, is fitted into the school timetable, but any extra work which is not done in the IT room is sometimes problematic as the common rooms and dorms are being used. Girls however can use the sick room as a private space for study unless it is occupied. The Headmaster is currently reviewing this situation with a view to improving private study spaces.		

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is a good range of toilet and washing facilities available to boarders with varying degrees of privacy. In discussion with the inspectors boarders spoke of periodic problems with the provision of hot water to the showers, depending on the time of day and volume of use. Also some of the smaller boarders found the shower controls where out of their reach. There were some issues of privacy and the need to replace some toilet seats identified during the tour of the school, and in the boys house one set of urinals was along way from the provision of soap and water. There is an on going programme of repair and maintenance and in discussions the Headmaster confirmed the issues identified would have a quick response.		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There are adequate facilities for changing in house and downstairs in the boys boarding house. Some boarders raised concern about a lack of staff supervision which seemed to have reduced recently. Boarders also reported potential problems at the start of daily sporting activities due to the different arrival and departure times of groups.		

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>If boarders are not in lessons they tend to be engaged in group activities in the day rooms, dining rooms or boarding houses. Some boarders felt the day areas to which they had access had been reduce and also that they are not allowed to return to their boarding house after they have left in the morning until after 7:00pm. (after activities) even if the weather turns cold. This issue was brought to the Headmasters attention for resolution also to look at creating spaces where boarders may be alone for some time if they wish.</p>		

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>During a tour of the premises it was noted a step was missing outside the modelling room and the fence around the swimming pool appeared low and easily climbable by younger boarders. This issue was brought to the Headmasters attention for resolution. By contrast the remainder of the school site was found to be of a good standard including a modern and well equipped sports hall.</p>		

<b>Standard 48 (48.1 - 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are designated rooms in both houses for boarders with minor illness or who become distressed. The school nurse lives in the boys boarding house which is where the sanatorium is situated and therefore a good level of cover is provided.</p>		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>In discussions with inspectors boarders stated they where happy with the laundry provision. There where however some complaints about the laundry of uniforms in terms of items falling apart and ripping easily, this may relate to the quality of some of the garments rather than the laundry process. In discussions with ancillary staff it was clear there is an efficient system in place and a quick turn around of laundry.</p>		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are suitable arrangements in place to enable boarders to obtain personal and stationary items while accommodated at the school.</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

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?**

9

This standard is not applicable.

**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 22<sup>nd</sup> March 2004 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

☐

Comments were received from the Head

☐

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

☐

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

☐

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by the 28-day date of the covering letter, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the recommended actions in a timely fashion

☐

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

☐

Head has declined to provide an action plan

☐

Other: <enter details here>

☐

### **D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Mr Mark Seymour of Winchester 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**

\_\_\_\_\_

Provider's comments and Action Plan are available at the Area Office where these have been submitted.

**Print Name**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Designation**

\_\_\_\_\_

**Date**

\_\_\_\_\_