

inspection report

Boarding School

Pinewood School

Bourton

Nr Swindon

Wiltshire

SN6 8HZ

27th, 28th and 29th September 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION**Name of School**

Pinewood School

Address

Bourton, Nr Swindon, Wiltshire, SN6 8HZ

Tel No:

01793 782205

Fax No:

01793 783476

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

Pinewood School

Name of Head:

Mr Philip Hoyland

CSCI Classification:

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

28th, 29th September. 2001

Date of Inspection Visit		27th, 28th and 29th September 2004		ID Code
Time of Inspection Visit		09:30 am		
Name of CSCI Inspector	1	Ed Watkinson	083686	
Name of CSCI Inspector	2			
Name of CSCI Inspector	3			
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Liz Herringshaw		
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 PHILIP HOYLAND		

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

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 (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

Inspections are carried out by the 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 Pinewood 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.

Pinewood School is located in a rural location on the Oxfordshire / Wiltshire border close to Swindon.

Pinewood School is a co educational boarding and day school for children between the ages of 3 and 13 including a pre-prep school; although boarding is only offered from the age of 8. The school endeavours to promote a 'family' environment within the whole school and to encourage the principles of self-reliance and regard for others combined with a wide educational curriculum.

The school only has a small boarding provision, and at the time of the inspection accommodated 20 boarders on a weekly basis, but with a further 58 pupils taking advantage of boarding at the school on a flexible basis.

Boarding is seen as integral to the school, and its usage and profile are increasing over time.

The school also includes a further 115 pupils who currently do not use the boarding facilities at any time.

There is only one boarding house at the school with 9 dormitories that can accommodate a maximum of 63 boarders on any one night, although due to flexi-boarding up to 83 take advantage of the boarding option. The boarding house is clearly split into girls accommodation and boys accommodation

The boarding accommodation has been improved dramatically since the last inspection and is now good; and will be further improved with the completion of the new boys bathroom and resident staff facilities.

The boarding house has an excellent staffing structure, with plenty of staff being available at all times to meet the needs of the boarders.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- It provides a flexible approach to boarding.
- It provides good activities for the boarders.
- There is good communication between individuals.
- There are good staffing levels within the boarding house.
- It promotes trust and responsibility.
- Boarding is seen as integral to the school.
- It provides good risk assessments for trips away.
- It provides good medical support and systems.
- It is continuing to develop the boarding environment.
- It has good staff / boarder relationships.
- It manages bullying in a positive manner.
- It manages personal problems in a supportive and sensitive manner.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- It should ensure that policies are consistently applied and followed.
- It should improve its recruitment procedures.
- It should review the catering operations.
- It should establish formal opportunities for boarders to express views on boarding.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection is the first conducted by the Commission for Social Care Inspection (CSCI) under the National Minimum Standards for Boarding Schools.

There are recommendations made within the report that if followed will address the shortfalls noted.

The overall impression gained during the inspection was generally very positive with good relationships noted and an extremely supportive and caring environment being fostered by the school. However there were notable shortfalls with regard to recruitment processes for staff and the following of the school's own procedures and as a result a notification of failure to safeguard and promote the welfare of children is being made in respect of the failures in staff recruitment and following child protection procedures. The headmaster has assured the inspectors that both issues will be fully addressed by the school.

The staff appeared committed and dynamic in their approach to boarding, and have developed very positive relationships with the boarders based upon respect, trust and understanding.

During the inspection the Inspectors were impressed with the atmosphere of the school, with boarders presenting as enthusiastic and above all happy in their environment.

There is a summary of the results of the boarders questionnaires attached as an appendix to the report.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

YES

NO
YES

The grounds for any Notification to be made are:
During the welfare inspection conducted on 27th, 28th and 29th September there were major failures noted within recruitment procedures at the school and that the school did not follow its own child protection procedures.

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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	BS2	The school should ensure that the bullying policy is distributed to parents of boarders.	1/9/05
2	BS3	The school should ensure that it follows its own child protection procedures.	Immediate
3	BS4	The school should ensure that the systems employed regarding punishments and discipline are closely monitored to ensure consistency.	1/1/05
4	BS5	The school should ensure that the complaints policy is shared with the parents of boarders.	1/1/05
5	BS7	The school should ensure that the confidentiality of information regarding boarders' welfare held in house documentation is protected.	1/1/05
6	BS12	The school should develop formal opportunities for boarders to influence their boarding provision.	1/1/05
7	BS16	The school should ensure that there are appropriate facilities in place to allow ill boarders to summon assistance from bed whilst in the sick bay.	1/9/05
8	BS20	The school should provide adequate facilities for the secure storage of boarders' personal items.	1/1/05

9	BS24	The school should undertake a review of the catering provision at the school and act appropriately on the findings. Specific reference should be made to: <ul style="list-style-type: none"> • Nutritional content of the menu. • Practices employed within the catering department. • Variety and choice within menu. 	1/9/05
10	BS34	The school should ensure that boarding staff undertake a formal induction into boarding, and are provided with appropriate external training regarding boarding practice.	1/9/05
11	BS38	The school should ensure that recruitment practices are fully compliant with all elements of Standard 38.	1/1/05
12	BS45	The school should ensure that the changing facilities for use by day are of an acceptable standard.	1/9/06
13	BS47	The school should ensure that all cross beams within the boarding house are boxed in.	1/9/05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS35	The school could consider further formalising boarding practice to ensure best practice, consistency and for induction purposes.
2	BS6	The school could consider developing the nursing input to be more proactive with regard to health promotion.
3	BS9	The school should develop its disaster recovery plan to include a wider range of specific events that could occur.

*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	NA
Individual interviews with pupil(s)	NO

Date of Inspection	27/09/04
Time of Inspection	8.30
Duration of Inspection (hrs.)	66
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**

8

TO

12

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

14

Girls

6

Total

20

Number of separate Boarding Houses

1

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The School distributes good information regarding the whole school and the boarding provision to the parents, prospective parents and boarders.

This information is included within a brochure that clearly outlines the aims and objectives of the school with regard to boarding. This information is supplemented by a parents handbook, a boarding pupils handbook and the school's website.

The boarding provision is a relatively small component of the whole school and as such additional information, advice and materials can be supplied as necessary by the school on an as needed basis.

The flexible nature of the boarding at the school encourages pupils to sample boarding, and the general awareness amongst the pupils of boarding was good.

During the inspection the material provided to the parents was seen to be an accurate reflection of the school with documented activities, practice and ethos being evident within the day-to-day life at the 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?****2**

As part of the inspection process a survey of boarders is undertaken and one of the questions relates to bullying. The results of the survey showed that 78.6% of respondents stated that they were never or hardly ever bullied. This figure compares favourably when compared with the national average.

In the boarders' survey there were some isolated, individualised reports of bullying. The inspectors discussed this issue with the school and were satisfied that there were particular circumstances that related to these situations, and that the school were being proactive, reasonable and sensitive in their actions to address the concerns raised.

In discussion with the boarders they demonstrated a high level of awareness regarding bullying and were very clear that the school would treat any incidence of bullying extremely seriously.

The pupils were seen at times to be lively, energetic and rumbustious with each other but on no occasion during the inspection did the behaviour seem to be inappropriate or intentioned to hurt or humiliate.

The school has a policy statement about bullying designed for the staff that includes a definition of bullying, signs of bullying and action to take in the case of bullying.

The boarders themselves have some written information included within their handbooks that explains what bullying could be and who to go to if worried.

The parents are currently not supplied with any written information targeted specifically for them regarding bullying, or the school's planned response to bullying.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

78.6**%**

Standard 3 (3.1 – 3.9)

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

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

The School has comprehensive, detailed and workable child protection procedures that are based in good practice and refer to relevant legislation and guidance.

The content of the information provided to staff is varied and dependent upon their role within the school.

All staff spoken with during the inspection had a good awareness of child protection and were clear what action to take if abuse was reported or seen.

All staff spoken with indicated that they had received recent instruction in child protection.

The school has a copy of the latest Area Child Protection Committee procedures.

During the inspection some historical information came to light that indicated that the policy had not been fully followed by the school. The detail was discussed with the headmaster and the school appropriately resolved the matter during the inspection. However a notification has been made relating to this event.

The school has an appropriate missing pupil policy in place.

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**

In discussion with the boarders they felt that the punishments and discipline within the school were largely fair, and that they knew what punishment or reward they could expect to receive with regard to behaviour or action demonstrated.

The results of the boarders' survey confirmed the outcomes of the discussions with boarders with only 4% of boarders having the view that punishments are given out unfairly. The comments written by the boarders in the survey did not indicate that there were any punishments given that should not be used.

There is a detailed and prescriptive discipline code for the whole school that all staff are aware of. Parents and boarders are made aware of the school rules through the handbooks given to boarders and parents.

During the inspection the inspectors were impressed by the behaviour of the boarders, and found them to be respectful but also to demonstrate individuality and a sense of fun.

The school is keen to separate boarding time from school time and does not carry punishments over from day school to boarding life. This is to be commended.

The information regarding discipline and punishments in the boarding were seen by the inspectors to be less defined with emphasis placed upon using initiative, flexibility and common sense, although there were suggestions of appropriate punishments that could be given if a boarder 'errs or strays'.

It is advised that the flexible approach to punishments and discipline in the boarding house is closely monitored to ensure that all boarders do not see it as being unfair, and also to maintain the parameters expected by the school, parents and the boarders themselves.

Punishments given in boarding were recorded in writing, with the name of the boarder concerned, the reason for the punishment and the person administering the punishment.

Within the staff guidance on boarding practice there is information provided regarding physical restraint and the extreme circumstances when it is legitimate to be used.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
<p>The school has developed complaints policies relevant to the intended recipient, with a brief boarders' complaints process being detailed within the pupil handbook and supplemented by the boarding pupils handbook.</p> <p>The complaints procedure for parents is currently in draft form with the final document being near to finalisation. This draft policy does not currently include details of how to contact the CSCI with a complaint about boarders' welfare.</p> <p>The school was informed that the completed policy needs to be shared with parents.</p> <p>The inspectors were informed that a written record would be kept of all serious complaints and their outcomes.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The health education within the school is mainly undertaken within regular school teaching in the form of PHSE lessons.</p> <p>The programme is age appropriate with younger boarders receiving education in life skills, conflict resolution, citizenship and bullying amongst others. The older boarders receive information regarding drugs, alcohol and sex education.</p> <p>The school also invites external speakers, and have recently had a police liaison officer visit to discuss alcohol.</p> <p>With regard to a policy concerning smoking, drugs and alcohol the school does not feel that it is an issue within the school due to the age of the boarders, but it is mentioned within staff information relating to boarding and encourages vigilance.</p>		

Standard 7 (7.1 - 7.5)

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

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

The health records for the boarders were very well maintained, clear, accurate and individualised.

Major issues are recorded and the relevant information is appropriately shared with adults that need to know the information in order to promote safety and welfare of the boarders. This included information concerning allergies, asthma and health issues.

The emergency contact details and other information within the records were seen to be up to date and easily accessible to staff.

All records were securely stored within a locked facility and confidentiality was seen to be maintained within the sick bay.

Other notes made regarding the welfare or health of the boarders were recorded within a communication book held within the boarding house. The notes made were sensitively written and did not directly identify a particular boarder, although some thought should be given to where this book is stored to ensure confidentiality.

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
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There is clear management and leadership with the boarding provision at Pinewood School.

The headmaster is the focus for development within boarding at the School, but is ably assisted by an experienced team who advise and contribute.

Despite the relatively small number and the flexible nature of the boarding provision the inspectors were of the opinion that boarding is central to the school and its ethos, and that boarding is promoted and well integrated within the school.

There are regular termly Governors' meetings that take place and although boarding is not a formal agenda item the headmaster stated that issues relevant to boarding are discussed, and Governors are informed of developments within boarding.

The boarding house is well staffed with normally seven members of staff resident in the boarding house overnight (although not all on duty). The experience, skills and knowledge of the staff involved in boarding is wide, with more experienced staff able to advise and support newer, less experienced staff.

The School is a member of the Boarding Schools Association (BSA), and as such receives information on relevant training and courses provided by the BSA.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence**Standard met?**

3

The school has a disaster recovery plan in place that was revised in September 2003.

The plan also contains a multitude of contact details for all parties that could be involved in any major incident at the school and details actions to take in the event of an emergency at the school.

The plan directly details actions to be taken during events such as fire, injury and closure of kitchens. However the scope of the plan at present is limited with regard to specific incidents that could occur at the school.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence**Standard met?**

3

There is only one boarding house at the school, although it is clearly divided into boys and girls accommodation. At the time of the inspection there were building works continuing to relocate the boys' bathroom to the corridor where their dormitories are located, rather than being on the same level as the girls' dormitories, and next to the communal recreational space. The headmaster gave assurances that the works would be complete within two weeks.

There was no noticeable difference between the girls and the boys provision with the quality of decoration, furnishings, washing facilities and building layout being largely similar (this will particularly be the case after the new boys' bathroom has been completed).

The boarders did not report that there were any significant differences in the way that the boarding houses were run or staffed.

The bathroom facilities are shared by boarders in all years, although the largest age range is four years, and as such the inspectors were of the opinion that the situation was acceptable.

The dormitories are largely arranged in year groups.

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**

This is an area of strength at the School.

The boarders have a very wide range of activities to undertake; especially considering the flexible nature of the boarding and the relatively small number of weekly boarders.

The results from the boarders' survey indicated that 93.3% of boarders felt that the level of activities provided by the school was good or very good, with no-one indicating that the level of activities was poor or very poor.

The activities on offer include: archery, ballet, fencing, golf, riding, pistol shooting, polo, art, badminton, chess, craft, drama, model boating, photography and table tennis amongst others.

The inspectors were present for one evening of the inspection; there was seen to be a wide variety of planned, organised activities on offer including: games on the field with one of the gap students, gym session, board games and open house at a member of staff's home. Additional to this boarders were free to entertain themselves and boarders were seen to be using the computers in the IT room, playing table tennis and watching television. All boarders were seen to be involved in some activity, and appeared happy and relaxed within their environment. The boarders were allowed to change activities as they wished during the evening, and as such the school was seen to be a busy place despite the limited number of children on site.

The free time for the boarders is limited in the evening to between 6.30pm and 8pm., which is after tea and before the evening 'cereal'.

The internet provision at the school has appropriate filters in place and the boarders reported that it was not possible to view any inappropriate material.

The school has a full exeat every other weekend so the boarders are only at the school for five weekends per term. The boarders who remain at the school over these weekends have plenty of activities on offer and it always includes a day out on Sunday to undertake some large activity such as go-karting, bowling or mountain biking amongst others.

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	2
<p>This is an area that needs development.</p> <p>The boarders did not report that there were any formal mechanisms to allow them to express their views regarding boarding life at the school.</p> <p>However the boarding provision at the school is small and as such works on an individual and personal level, and boarders stated that if they were not happy about something they would approach a member of staff.</p> <p>The headmaster recognised the benefits of establishing a forum for boarders to raise issues.</p>		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>The school does not operate an official, recognised prefectorial system.</p> <p>All the boarders in Year 8 have some responsibilities, but are not involved in discipline or the organisation of younger boarders.</p> <p>Year 8 boarders can suggest a 'point up' to members of staff, which is a form of merit; but cannot suggest 'point down' which in effect is a minor punishment.</p> <p>The younger boarders stated that the Year 8 boarders were generally approachable and did not give out punishments.</p>		

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

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

The results of the boarders' survey showed that there is a large range of adults within the school that the boarders feel that they could turn to with a personal problem, or to seek advice.

The headmaster came out particularly well within the survey with over 53% of boarders stating that they would approach him; this is also a positive reflection on the school in general as it indicates a management in touch with the boarders and life at the school.

The school also has an individual member of staff identified for learning support, her role is wide ranging and she is available to discuss issues with boarders, and to progress information passed to her from other staff. She also liaises with parents regarding issues, and is instrumental in maintaining a happy school community.

In discussion with boarders it was consistently stated that they felt that they had people to talk to if needed.

This standard is not as valid for Pinewood School as some other boarding schools, as it provides flexible boarding and the boarders have more parental contact.

The school has an independent listener in place and his contact details are well publicised in documentation and near the payphone within the boarding house. The headmaster has stated that he will raise the profile of the listener by introducing him and explaining what his role is at a school assembly.

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?

4

The administration of medical treatment and first aid at the school are excellent with clear processes to follow, and with detailed information regarding particular health needs circulated to all relevant staff.

The school has a designated nurse who lives on site at the school, she works 25 hrs per week within the sick bay and at other times provides an on call service for the boarding house staff. In addition the school is planning to employ another nurse to ensure that there is full time nursing support available at the school.

The weekly boarders are registered with a local GP and have access to all the associated services the surgery provides. The flexi boarders remain with their own family GP, but can still in an emergency use the local surgery as a temporary patient.

The planned dental and optical healthcare of the boarders remains the responsibility of the family.

The matrons within the boarding house have First Aid at Work certificates and all boarding staff have attended a ½ day first aid training course.

The storage, administration and protocols associated with medication were all excellent.

Parents complete and regularly update a health information form for the child, and parents are also requested to give written permission for the school to administer first aid.

The school nurse is made aware of all school trips taking place and advises on any particular health requirement for any boarder on the trip.

Good communication was reported between the school and the families of the boarders.

Standard 16 (16.1 - 16.3)

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

Key Findings and Evidence

Standard met?

2

For the vast majority of the boarders at the school the families live reasonably close to the school and as such if there were major health concerns, or if the illness warranted very close supervision, the family would be contacted and the boarder return home.

The boarders expressed satisfaction with the healthcare facilities at the school, and that the matrons and the nurse were always available. There is a board outside the sick bay that indicates the whereabouts of all the boarding staff; during the inspection this was seen to be appropriately used and be an accurate record of where staff were at any particular time.

It was reported that if a boarder was ill overnight then the usual procedure would be for the family to be contacted and the boarder would return home.

The sick bay at the school, which is located within the boarding house, provides two beds for the use of boarders when they are ill.

There were no call facilities from the beds in the sick bay to summon staff in an emergency.

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

There is good communication between staff at the school that allows appropriate information to be shared in order to raise awareness and manage any particular problem a boarder may be experiencing. There was strong evidence of the school all working in a positive manner and pulling in the same direction for the benefit of the boarders.

The Learning Support teacher is known by staff, boarders and the school to be a central figure in the management of health and personal problems. She clearly liaises with parents and staff at an early stage, and is involved in the assessment process prior to the pupil being accepted at the school.

The school has fostered an open atmosphere that has removed any stigma associated with attending learning support, and as such has encouraged its usage and made the teacher more approachable as an individual to discuss sensitive or pertinent issues.

It is also clearly understood by the boarders that they do not have to have learning support needs to see this particular teacher to discuss any problems.

There was good evidence of the boarding staff managing personal problems in a sensitive and respectful manner within the boarding house.

The school will refer issues on to relevant outside professionals if it is an issue that is felt cannot be successfully managed or resolved at the school, the inspectors were informed that the parents are fully integrated into this process.

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

During the inspection the Inspectors did not observe any activity that was outwardly or deliberately discriminatory.

All documentation read did not contain any language or sentiment that could be viewed as being discriminatory.

The boarders consistently reported that they were treated fairly, and were not subjected to favouritism or victimisation.

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 vast majority of boarders at Pinewood School only board part time and are local to the area and as such contact with families is naturally maintained and is not as great an issue as in larger boarding schools where there is more predominantly full boarding and overseas families.

The boarders' survey indicated that nearly 60% of respondents indicated that they would need to get permission before using the telephone. This figure is much higher than the national average. The issue at Pinewood is that the boarders would have to ask to use the phone in the sick bay or reception, and have to ask for money to use the payphone.

When the boarders use the phone it is made private and the staff are not present when calls are made. Also the boarders can use the phone at anytime, so access is not restricted as such, and it is felt that the survey does not fully reflect the situation at the School.

However, this figure was discussed with the headmaster and he stated that he would review the process to see how boarders' confidence in the process could be improved.

There was evidence of a high degree of parental contact either stimulated by the parents or on occasion by the school if it was felt that more contact could be beneficial.

Each boarder has an individual e-mail account that they can use at anytime.

Letters received are delivered to the boarder unopened.

The majority of older boarders have mobile phones, which further eases family contact.

Standard 20 (20.1 - 20.3)**Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.****Key Findings and Evidence****Standard met?****2**

Any valuable item that the boarders wished to be kept secure would be given to the staff within the boarding house for safekeeping.

The boarders do not hold cash at the school, and if any exceptional purchase is needed then the school would provide the money and claim back from parents as part of the normal billing process.

The boarders do not currently have any individual secure space to store personal or private items.

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The induction for the new boarders at the school is flexible in its approach due to the size and nature of the boarding provision.</p> <p>The vast majority of boarders were previously day pupils at the school, and have moved into boarding for the later years at the School. As such they have an awareness of the boarding and what could be expected prior to joining the boarding house.</p> <p>Also a lot of boarders stated that they had older siblings that had attended or were attending boarding and as such knew what boarding entailed at Pinewood.</p> <p>The school offers 'trial boarding' for day pupils, which provides a good view of what boarding entails.</p> <p>The school has produced a boarders' handbook, which clearly states what can be expected as a boarder at the school. There is also additional material provided by the school for parents, pupils and staff that outlines boarding life.</p> <p>The Inspectors met with a group of boarders during the inspection, and the overwhelming majority stated that they were happy with the induction process, and that they were as clear as they could be about what to expect, and felt supported by the school in settling into boarding life.</p> <p>The school are fully aware of the occasionally complicated issues surrounding being a new boarder, and are consistently proactive in the management of the 'settling in' period.</p>		

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

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

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

The boarding provision is relatively small at the school.

The headmaster stated that he was the individual responsible for the monitoring of the boarding house, and the activities within it. This is largely performed on an informal basis, although it was reported that any major issue would be reported directly to the headmaster.

Records were maintained within the school pertaining to risk assessment, punishments and accidents and the headmaster regularly reviews their content.

The Inspectors were of the opinion that the headmaster has a good awareness of the boarding house and of the issues presented.

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

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

In the survey regarding the quality of food provided by the school 55% stated that the food was 'good' or 'very good', 33% stated that the food was 'average', with 12% stating that the food was poor or very poor.

These results are above the national average.

The inspectors recognise that the issue of food provision within boarding schools is an emotive subject and it is traditionally extremely difficult to please all boarders all the time.

The boarders have plenty of opportunities to eat during the day with breakfast, morning snack, lunch, afternoon snack, 'big tea' and finally cereal at 8pm being provided. The boarders expressed a preference for breakfast and 'big tea', and also were very enthusiastic about having cereal at 8pm.

In discussion with the boarders there was general satisfaction with the quality, quantity and variety of food provided; however a minority of boarders were extremely vocal about their dissatisfaction with the range and quality of the food provided.

The Inspectors ate several meals with the boarders during the inspection process and generally found the food provided to be of satisfactory quality, warm and plentiful. However the variety within the menu for a given day was not particularly wide, with it being noted on the first day of the inspection there was only one vegetable available at lunchtime and none at the evening meal.

It was noted that the fruit provided was plentiful and of very high quality.

The inspectors were of the opinion that the meat content of some of the meals was being 'stretched' by the catering department, and the meat was being made to go a long way by the use of sauces. This was especially true in a chicken casserole sampled by the inspectors.

The daily menu was not particularly varied with only one choice plus a limited vegetarian option being made available. There was a salad bar available for main meals, this was well stocked and provided a further option for the boarders although it was only the boarders in the top year of the school that could use this service. During the inspection the younger boarders expressed a wish to be able to use the salad bar.

The menu was traditional and based upon the past experience of the chef, wastage levels and the noted preferences of the boarders. There was little evidence presented of the analysis of the nutritional content or the balancing of foods.

The school provides special diets for individuals as required.

The meals are distributed in a traditional manner with boarders seated at a table with the food being served by the member of staff sitting on the table with them. The process appeared to work well and the boarders expressed satisfaction with the methods employed by the school.

The dining hall appeared to be cramped at times, and was very noisy. However there was a consistently pleasant atmosphere in the dining hall, with cooperation and respect being shown by all parties.

There were drinks readily available with all meals.

There were also a variety of condiments and sauces available with the meals.

There were ample amounts of consistently clean crockery and cutlery available for the use of the boarders.

The staff within the catering department were all appropriately trained in food hygiene.

The head of catering produces a rolling menu. This menu is shared with the boarders through the use of a typed weekly menu and a blackboard displaying the menu for the particular day.

The Environmental Health Officer visited in July 2003 and reported a number of concerns to the catering manager. One of the main issues was that the school needed to undertake a 'hazard analysis' of the catering operations; in discussion with the catering manager regarding this subject there was little understanding of the process demonstrated and no evidence of the 'hazard analysis' being completed.

The school is continuing with processes such as 'cook and chill', and freezing excess food for use at a later date with no risk assessment of the practice being evident.

The school is in the process of reviewing the catering provision at the school with external consultants and is aware of the limitations of the current systems employed.

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
<p>There are numerous places around the school where drinking water can be found.</p> <p>The school provides the opportunity for boarders to eat six times a day, and the longest period without food during the daytime hours is 2 ½ hours.</p> <p>Tuck (sweets and other snacks) are not allowed to be brought into the school and cannot be purchased on the school site. However, tuck is given out by the staff on a very limited scale at pre-arranged times.</p>		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
<p>In discussion with boarders it was clear that they had a good understanding of the fire procedures at the school, and they stated that there were regular fire drills.</p> <p>The school has shown good compliance with the recommendations of the local fire service, and there are currently no outstanding recommendations.</p> <p>The fire systems at the school are regularly checked, monitored and serviced with the outcomes being recorded.</p>		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	9
<p>This standard is not applicable to Pinewood School.</p>		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
<p>This standard is not applicable to Pinewood School, as when other children are occasionally accommodated at the school during holidays, the responsibility for the welfare of the children is with the organisation using the school, not Pinewood.</p>		

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?	4
<p>The processes surrounding identified high-risk activities at the school are excellent.</p> <p>There is a clear system to be followed regarding any off site activity based upon a thorough and individualised risk assessment.</p> <p>Separate risk assessments are completed for each activity, and any issue with the activity or individual partaking in the activity is clearly addressed.</p> <p>Parental permissions are sought for each activity undertaken.</p> <p>Medical or other health issues are identified through the systematic involvement of the school nurse in the risk assessment process.</p> <p>If a new site is being visited by the school a member of staff with the appropriate knowledge will visit beforehand to ensure that the environment, activities and other associated requirements are satisfactory.</p> <p>The school also asks to see the relevant qualifications of activities staff and the registration of any centre being used.</p> <p>When the risk assessments have been completed then they are checked for compliance by another member of staff, and if any shortfalls have been identified the area of concern will be revisited until satisfactorily completed.</p>		

Standard 30 (30.1 - 30.5)

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

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

The boarders have regular access to television, telephone, internet and other systems for maintaining contact with the wider world.

The boarders do not leave the school grounds unless pre arranged and accompanied by an appropriate adult.

The flexible nature of the boarding, and the fact that the vast majority of parents live close to the school ensures that the boarders are not isolated and have ample opportunities to gain information about world events.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

3

The staffing levels within the one boarding house were very satisfactory.

There are seven members of staff who are resident within the boarding house overnight including two matrons, the headmaster and his wife, two Gap students and a resident housemistress. Not all these individuals are on duty, but if there was an emergency all stated that they would be available to assist.

The normal staffing for an evening is one tutor, the resident housemistress and the two gap students.

There is a clear rota that details which staff will be on boarding duty on any particular day or weekend and it was reported that the staff team would work in a flexible manner to cover any shortage due to illness or other unforeseen circumstances.

The boarders consistently reported that there were sufficient numbers of staff available to meet their needs.

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**

See also Standard 31.

If the boarders leave the school site they are always accompanied by the appropriate numbers of staff. The boarders stated that they always felt safe and well supported when off the school site partaking in an activity.

The school does not operate a signing in and out system for the boarders, as the boarders are not allowed to leave the school site and there is only one boarding house.

In the evening after 'big tea' there is approximately 1½ hours of free time. The school has a planned activity programme and informs the boarders of what is available that evening and which staff will be present. The boarders are allowed to roam between activities and dip in as they wish, or even just spend time doing their own thing. The school is satisfied that it knows the whereabouts of the boarders and that the boarders are fully compliant with the rules with regard to what areas are out of bounds.

The areas are well lit that the boarders are allowed to visit when it is dark.

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**

There were satisfactory numbers of staff on duty overnight within the boarding house, and other members of staff who would be available to assist in an emergency.

The boarders stated that staff were always contactable if needed by the use of a call bell located in the hallway, or by going to knock on the door of the staff on duty overnight.

The school is in the process of improving the overnight staffing situation by relocating a member of staff's accommodation to a more central location within the boarding house.

The staff are clear of which boarders are sleeping in the boarding house by the use of a clear register taken at 6pm and 8pm and a headcount at the end of the day.

Standard 34 (34.1 - 34.7)

All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.

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

Staff involved in boarding have job descriptions that reflect their roles.

The two Gap staff have a clear description of duties to be undertaken, and in discussion with them they felt that they were fair and enough instruction had been provided. The Gap students also attend an induction in London arranged by the Boarding Schools Association.

There are clear line management structures within the boarding provision that all boarding staff were aware of.

The lines for the supervision of ancillary and health staff employed at the school are also well defined.

The boarding provision is relatively small at the school with all parties involved in boarding being aware of others' roles, and there being a very cooperative atmosphere evident throughout the inspection.

All staff indicated that they had recently received a briefing about child protection procedures, and in discussion uniformly stated that they would report an issue to the appropriate individuals.

The boarding staff are all subject to an appraisal with the headmaster.

The school is a member of the Boarding Schools Association and as such receives relevant information and details of forthcoming training and courses.

The induction and training for boarding staff is largely informal and based upon shadowing and 'on the job' experience over time. There is little reference made to BSA training or other external providers that could update on best practice and latest developments.

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**

There is a clear staff handbook provided to all staff that details policies, procedures, working practices and routines for the boarding provision at the school.

The small nature of the boarding facilitates the sharing of information and there is a lot of detail regarding boarding practice that is informal but widely accepted and understood by all staff. Some consideration could be given to formalising this detail for future reference and to promote consistency.

There is a satisfactory staff disciplinary and grievance procedure in place.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?****4**

During the inspection the inspectors were impressed by the atmosphere at the school, with good, positive interaction noted between boarders, boarders and staff and between staff themselves.

The inspectors attended an assembly during which reference was made to the school functioning as a community and that there was an essence of 'Team Pinewood'. The inspectors are inclined to agree with this philosophy, and by the end of the inspection had the opinion that the school does work together positively to achieve goals.

The boarders during discussions did not raise any concerns about the ways in which they were looked after. The view was that they were treated fairly by the staff and that very little favouritism was shown.

In the boarders' survey there were numerous positive comments made regarding the fairness, quality, approachability and kindness of the staff within the boarding provision at the school.

Boarding is a relatively small element of the whole school, but it was seen to be central to the life of the school and not to be viewed as a separate entity.

Standard 37 (37.1 - 37.2)

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

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

The level of supervision within the boarding house was consistently seen to be appropriate, with a good balance being noted between privacy and supervision.

The supervision at sensitive times such as bathing, getting up or going to bed was respectful and non-intrusive.

Standard 38 (38.1 - 38.10)

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

Key Findings and Evidence**Standard met?****1**

This is an area that the school needs to improve.

The inspectors sampled eight recruitment records across a range of duties. Five of the records were for individuals employed since April 2002.

The main areas of concern were that:

- Only two out of the eight records sampled had two references in place.
- References were noted in certain cases not to be from the last employer.
- There was no evidence of the validity of references being checked.
- One member of staff did not have a Criminal Records Bureau (CRB) check in place although employed in April 2003.
- One Gap student did not have a CRB check in place despite being employed, and being resident in the UK prior to being employed at Pinewood.
- One member of house staff did not have a CRB check in place despite being employed elsewhere and being resident in the UK prior to being employed at Pinewood.
- No qualifications were seen to be on file.
- Few application forms were seen to be on file.
- Gaps in employment history were not seen to be clarified.
- For four staff there was no record of interview taking place.

The lack of recruitment checks and other supplementary information received during the inspection raised concerns of how the school could effectively safeguard the welfare of the children at the school and as such a notification has been made regarding this issue.

The matters detailed above were relayed to the headmaster during the inspection and the headmaster took prompt action to start to address the identified shortfalls.

Since the inspection the school and the CSCI have been in communication regarding recruitment procedures. The CSCI has been informed that further progress regarding recruitment has been made, and that the school is retrospectively reviewing all appointments to ensure compliance with the National Minimum Standards.

The headmaster stated that a new bursar has been employed since the start of term, and for appointments made since then the process is clearly defined and is fully compliant with the National Minimum Standards.

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 ancillary, maintenance and cleaning staff have completed a CRB check before working unsupervised with children.

Contractors working at the school site are all supervised, and do not access the boarders' accommodation when they are present.

The school has a clear process for the signing in of visitors.

The school has sought assurances from all companies providing transport for the boarders that the drivers have undergone the appropriate security checks.

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

There is only one boarding house at the school, although it is clearly split into two separate sleeping areas for the boys and the girls.

The standard of decoration and facilities within the boarding houses was good, with continuous development and improvement being noted by the inspectors.

The boarding areas were seen to be clean and well maintained throughout the inspection.

The dormitories were all seen to be well ventilated, light and airy.

The dormitories were all adequately heated, and the boarders reported that the dormitories were pleasant environments.

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**

The boarding house is part of the main school building.

The boarders reported that the dormitories were seen as their space, and were relatively private, and that other individuals enter the boarding house at their invitation and with the member of staff's knowledge.

The flexible nature of the boarding means that the boarders can be being dropped off and collected by parents at a variety of times, this means that parents have ready access to the boarding provision, but the boarding staff stated that they knew the parents and invariably they would introduce themselves or the staff would be aware of their presence.

The security of the school site has recently been substantially improved with the widespread use of a keypad system on all doors with direct access to the boarding house.

The school is in a rural location and as such issues with intruders or uninvited individuals being on school grounds are minimal, however there is a clear 'lockdown' process that is followed by boarding staff to promote the security of the site overnight.

There are facilities at the school that are occasionally used by the general public, but there is a clear system in place to ensure that the boarders do not use the facilities at those times.

There is a public right of way that crosses some of the school grounds, but it is well away from the boarding accommodation and the route is clearly signposted for the general public.

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

The sleeping accommodation is of suitable size for the number of boarders, with adequate space for the boarders, indeed some of the dormitories were under occupied due to the high number of flexi boarders.

The numbers of boarders staying overnight is known in advance for the term, and the boarders generally stay in the same bed for each of their stays.

The dormitories are appropriately separated by age group.

The dormitories themselves are rarely used during the day, as the boarders are at the main school site involved in teaching or other activities.

The dormitories were clean and well organised and suitably furnished. The boarders indicated that they were generally satisfied with the accommodation, and with the quality and size of the beds.

The dormitories can be personalised with posters or other items.

The system for the changing of the bedding was clearly understood by the boarders.

The boarders had limited storage space for belongings, but due to the flexible nature of the boarding they do not require as many belongings as full time boarders, and as such the issue is not as relevant as it would be for full time boarders.

Standard 43 (43.1 - 43.2)

Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence**Standard met?**

3

The dormitories do not include facilities for private study, however the boarders use the main school facilities for the completion of prep.

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>At the time of the inspection the boys washing and toileting facilities were in the process of being relocated to the main corridor of the boys accommodation, rather than being situated near the communal recreational area and being on the same level as the girls facilities. It was predicted that this development would be completed by early October 2004.</p> <p>The inspector viewed the works and was of the opinion that when they are completed they would be a high quality and very useable facility.</p> <p>The boys themselves were very much looking forward to having the new washing and toileting facilities.</p> <p>The girls' facilities were of a good standard.</p> <p>The results of the boarders' survey indicated a high level of satisfaction with both the toilet and bathroom privacy. Indeed 72% of the boarders stated that the bathroom privacy was good or very good, and 88% of boarders stated that the toilet privacy was good or very good.</p> <p>The inspectors did not observe any queuing for the facilities, and the boarders stated that they could always use the toilet or have a shower if they wished.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	1
<p>The changing facilities for use by the day were seen to be poor for both the girls and the boys.</p> <p>The boys showers were communal and provided limited privacy, and the whole environment was dilapidated and gave the impression to the inspectors of being from a different age.</p> <p>In the boarders' survey a sizeable number indicated dissatisfaction with the changing facilities.</p> <p>The changing areas were also very cramped, as the whole school uses the facilities and hang their own sports clothing and equipment in their own space.</p> <p>The Year 8 boarding girls are able to use their own dormitory for changing.</p> <p>The school recognise the issues with the changing facilities and has produced plans for a new development on the school site that will include modern, suitable changing and showering facilities.</p>		

Standard 46 (46.1 - 46.6)

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

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

The school provides excellent recreational space within the school.

During free time the boarders have access to a wide and varied range of recreational areas. These areas were seen to be safe and appropriately supervised by staff.

The boarders were free to use the grounds of the school for free time activities during the daylight hours.

The boarders were clear regarding which areas were out of bounds.

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**

The school has clear health and safety procedures and risk management strategies in place that cover the identified areas of risk within the school.

The school was seen to be open and proactive with regard to the activities and areas within the school that the boarders could use, an example of this was the younger boarders climbing trees in the 'little wood'; the school have stated that this activity can take place but the boarders must wear a protective boiler suit and inform staff what they are doing.

The boarders consistently expressed a high level of understanding of what areas were out of bounds, and of the school rules regarding certain activities.

The car parking facilities, and the arrangements for the collection and dropping off of the pupils was seen by the Inspectors to be hazardous for the pupils. The school is very aware of the risks and is continually attempting to raise the awareness of the parents and the boarders.

The inspectors identified two areas of potential risk with the premises that required attention; the school acted promptly and satisfactorily addressed the issues during the inspection.

There was also an issue highlighted regarding the exposed beams within one of the boys' dormitories, it was felt that there was a potential risk associated with this as the boys could swing from the beams or hook items over the beam. The school agreed to box the beams in to eliminate the risk.

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>Please also see Standard 16.</p> <p>The school has a sick bay with two beds located within the main hub of the boarding house. The beds were in separate rooms that would allow the accommodation of both a boy and a girl within the sick bay at the same time.</p> <p>This facility was seen to be of a good standard and wholly meet the needs of any boarder who became ill whilst boarding at the school.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	4
<p>The laundry facilities operated very well at the school, with an impressive level of dedication and organisation shown by the staff involved in the process.</p> <p>The laundry assistant felt fully part of the school and described how she felt that her role was important in presenting the children in a good light to the public and other schools.</p> <p>The boarders reported that clothes were always appropriately laundered and ironed and returned to the correct individual.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>The school does not operate a shop for the purchase of minor items.</p> <p>The boarders all return home regularly and can bring the necessary personal items with them, and as such a shop on site is felt not to be necessary.</p> <p>The school have a stock of toiletry items that the boarders can have access to if necessary.</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 school does not provide lodgings for the boarders.

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

During the inspection the inspectors discussed with boarders how they were supported and the accommodation provided during trips away from the school.

The boarders uniformly stated that they felt well supported and safe during their trips away from the school.

Some of the boarders in the discussion group had been on a trip to France and stated that the accommodation was quite poor with accommodation being provided in large dormitories, and the showering and toileting facilities not being to a standard they were used to; they also stated that the food was poor.

One boarder related that he had his birthday whilst away from the school on a trip and how pleased he was that a surprise party had been arranged for him.

All trips are thoroughly risk assessed prior to departure, and include insurance, parental permissions and all relevant medical information.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Lay Assessor	<u>Not Applicable</u>	Signature	<u></u>
Date	<u></u>		<u></u>
Lead Regulation Inspector	<u>Ed Watkinson</u>	Signature	<u></u>
Date	<u>22/10/04</u>		<u></u>
Second Regulation Inspector	<u>Not Applicable</u>	Signature	<u></u>
Boarding Sector Professional Inspector	<u>Liz Herringshaw</u>	Signature	<u></u>
Date	<u></u>		

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 the 27th, 28th and 29th September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"Thank you for your completed report, and the sympathetic way the inspection was conducted. Staff and children felt it was a beneficial experience.

We have actioned a number of recommendations, particularly the tightening of our recruitment process. A better set of procedures and checks, and a comprehensive 'tick list' is now in place to ensure conformity. The Boarders' Council has been initiated and already met. An ongoing holistic review of our catering is under way, and already bearing fruit.

Pinewood was delighted that you found much to commend during your inspection and you felt that the boarding ethos pervaded all parts of the school. We welcomed the constructive criticism and have prepared an action plan. We were disappointed not to achieve a 4 for Standard 17, 21 and 44 (Health and Personal Problems, Induction, Facilities) as we felt these were areas of real strength".

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

YES

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

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:

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 Iofconfirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the 27th, 28th & 29th September 2004 and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>PHILIP HOYLAND</u>
Signature	<u></u>
Designation	<u>HEADMASTER</u>
Date	<u>November 9th '04</u>

Or

D.3.2 Iofam 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	<u></u>
Signature	<u></u>
Designation	<u></u>
Date	<u></u>

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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