



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Woodcote House School

**Snows Ride
Windlesham
Surrey
GU20 6PF**

Lead Inspector
John Chivers

Announced Inspection
11th December 2006 10:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school Woodcote House School

Address Snows Ride
Windlesham
Surrey
GU20 6PF

Telephone number 01276 472115

Fax number 01276 472890

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** Mr Nick H K Paterson

Name of Head Mr Nick H K Paterson

Name of Head of Care N/A

**Age range of boarding
pupils** 8-13 years.

**Date of last welfare
inspection** 20th January 2004.

Brief Description of the School:

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

The boarding facilities are traditional in design but maintain a homely and comfortable feel.

The school provides a wide range of active and sedentary pastimes and facilitates a positive and constructive boarding experience for the pupils.

The school is set in thirty five acres of well maintained grounds, which include sports facilities and equipment, a swimming pool and a shooting range.

The fees at the school are £4, 854 per term.

SUMMARY

This is an overview of what the inspector found during the inspection.

The inspection was announced and was undertaken on 11th and 12th December 2006. A Boarding School Professional Inspector (BSPI) also took part in the inspection. The duration of the inspection over a two-day period was 16 hours. All of the CSCI 'key' standards and one non-key standard were assessed during the inspection.

As part of the inspection process the school forwarded the required pre-inspection information and enclosed further details regarding the school. Questionnaires were received from parents and pupils at the school. The inspection included discussion with the Head teacher and senior staff team, boarding and medical staff, maintenance staff and groups of boarding pupils.

In addition samples of the schools policies, procedures and records were inspected and direct observation of the pupils routines and activities in the boarding houses and other areas were also witnessed.

A full inspection of the school premises was not undertaken on this occasion, as this section of the standards is not included as part of the CSCI 'key' standards. However certain areas were accessed for health and safety purposes.

The findings of the inspection were positive with many examples of good management and sound and professional pastoral care afforded to the pupils. Relationships between staff and pupils were observed to be positive, friendly and relaxed with boundaries and behavioural expectations clearly set. Staff were pro-active at interacting and engaging with pupils and they responded to this approach with uninhibited/confident communication and cheerful obedience.

Pupils stated in discussion that staff do a lot for them and that they are always helpful, supportive and take an interest in their welfare.

The school has regard for health and medical matters concerning the pupils and ensures that these areas are monitored and reviewed appropriately.

Staff recruitment and vetting procedures are basically sound, though some recommendations are made in this area.

The boarding staff are sufficient in numbers, experience and competencies to meet the needs of the pupils and enable the school to achieve its aims and objectives. Staff interviewed were supportive of the schools management and ethos.

There are currently no Child Protection issues at the school.

Staff are aware of the Child Protection and other key procedures in the school and it was evidenced that all professional staff have received Child Protection training; however there is a need to cascade some of this training to domestic and maintenance staff.

Pupils interviewed were clear that bullying does not occur and that no one is picked on because of race, culture, physical size or other individual

characteristics. No discriminatory attitudes or practices were evident during the inspection.

A range of policies and procedures were in place and the schools records were kept to a good standard; however it is important that records are signed and dated by senior staff as part of their internal quality assurance system.

Comments received from parents were positive and conveyed their satisfaction with the pastoral care at the school.

Whilst a number of recommendations are made as a result of this inspection the outcomes for the pupils are positive in every respect and the schools management and staff are to be commended for their commitment, professionalism and inputs into the quality of life and learning that the pupils experience.

The overall quality outcome for this service is **good**.

The inspectors would like to thank the schools management, staff and pupils for their helpfulness, co-operation and standard of organisation during the inspection.

What the school does well:

The schools main strengths are in the quality of relationships, standards of behavioural management and the positive response from the pupils. The school has created and maintains a friendly, relaxed and well ordered environment in which pupils can develop their potential and have positive and constructive experiences whilst living away from home.

The school provides a wide range of active and sedentary pastimes of which the pupils value and appreciate.

The staff team are committed, professional and have the necessary skills and competencies to meet the needs of the pupils and enable the school to meet its aims and objectives.

What has improved since the last inspection?

The school has addressed the recommendations set at the last inspection including refurbishing the washing, toilet and showering facilities in the main boarding house and the changing room. The school intends to continue to develop and improve on its existing areas of good practice.

What they could do better:

The school needs to review some of its health and medical procedures and expand a number of its policies and procedures to cover all details required by the National Minimum Standards for Boarding Schools. Some areas of staff recruitment need to be evidenced on file. A Criminal Record Bureau check must be undertaken on the schools independent listener. Weekly fire alarm tests need to be recorded and Child Protection training needs to be cascaded to domestic and maintenance staff. The school must also review the showering, washing and toilet facilities in 'Dominies House' as part of its future development plan.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

The Commission considers Standards 6 and 15 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

6 and 15.

Quality in this outcome area is **good**.

The school has regard for the health and medical needs of pupils and ensures that these areas are monitored and reviewed as appropriate.

The school needs to review its storage and recoding arrangements of any 'controlled' drugs and keep a stock record of non-prescribed medicines.

Despite this the outcomes for pupils in this section are positive.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The School has an up to date (October 2006) policy on Substance Abuse. Education in this area is done through PHSE sessions (see below) but the School Nurse does have some informal input; for example, she advises boys on Healthy Eating when in the Dining Room. The School Nurse reported that there had been some experimenting by boys with smoking but (bearing in mind the age of most of the boys in the school) there were no worries over alcohol, solvent or drug abuse.

Interviews with boarding staff confirmed that they were aware of the School's Policy on smoking and illegal substance abuse by boarders.

PHSE is not taught as a timetabled subject but is undertaken on Sunday evenings with boarding pupils, by the Headmaster. Age appropriate advice is given. Parental permission is sought before Sex Education is given to older boys.

The School Nurse and Boarding Staff confirmed that many members of staff hold up to date First Aid qualifications. The inspectors were impressed by just how many members of staff hold an up to date First Aid qualification. The School Nurse is registered with the Nursing and Midwifery Council. She has good lines of communication with the School Doctor. The School Doctor visits the School twice a week and is available "on call" at all other times. If they should wish, boys are able to see a male or female doctor; they can also see a doctor without the presence of the School Nurse or other member of staff.

"Household" medicines are kept in a locked cupboard in the Medicines Room. These are given to boys when they are needed by the School Nurse and Assistant Matrons. Ibuprofen and paracetamol, along with two epi-pens, are kept in a double locked cupboard. There is no stock record kept of these medicines and the School should put a system in place as soon as possible to deal with this.

The School Nurse and Assistant Matrons keep a careful record of any medicines given to the boys. These are recorded in a daily record and also on individual sheets for each pupil. The School Nurse was confident that this system would highlight any patterns in an individual's illness or medication.

An up to date Accident Record was seen during the inspection.

A small number of boys in the School were prescribed Ritalin to help control their ADHD. Written permission from their parents to the School, allowing the School Nurse to administer this drug was seen by the Inspectors. The School needs to ensure that the supply of this controlled drug is kept in a double locked cupboard and that, when it is administered, a signature from two adults is obtained, in line with Royal Pharmaceutical Society Guidelines. As with other medicines (mentioned above) there should be a clear audit trail of stocks of Ritalin.

At the suggestion of the School Nurse, the School is in the process of contacting all parents asking for their written permission to administer First Aid and appropriate non-prescription medication to boarders. The Inspectors applaud this as good practice.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- 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.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 3, 4, 5, 26, 37, 38, 39, 41 and 47.

Quality in this outcome area is **good**.

Whilst some recommendations are made in this section, the school has regard for keeping pupils safe in a homely, friendly and well-ordered environment. Relationships between staff and pupils are positive and professional with pupils being relaxed and responsive in staff company and interaction. Any complaints are dealt with appropriately and evidence satisfaction by the complainants at the outcome of investigations.

The school has created and maintains a 'bullying' free' environment, where pupils are aware of who to turn to should something be worrying them. Staff recruitment procedures are basically sound; however all details required by Standard 38.2 of the National Minimum Standards for Boarding Schools need to be evidenced on staff personnel files.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school has an anti-bullying policy and procedure. There are also details regarding the policy contained in the schools 'parents' handbook. The policy was revised and updated on 4th October 2006.

Two of the pupils questionnaires returned (anonymous) stated that sometimes they get bullied, though not seriously. The vast majority of questionnaires returned; however stated that bullying does not occur.

Pupils interviewed stated bullying is not an issue at the school and that staff would be alert to and act promptly regarding such activity.

Pupils were clear that they could approach any member of staff if they were being bullied.

No bullying or intimidating behaviour was observed among the pupils during daytime and evening observations of pupils and interaction and engagement between pupils of varying ages was positive.

The school is to be commended for creating and maintaining a bullying free, friendly and cohesive atmosphere.

The school has an internal policy and procedure regarding Child Protection. The policy is dated September 2006 and is reviewed annually. Whilst the policy is detailed and informative it is important that the school expands the procedure

to state that the Social Service Department would be notified of any allegation or suspicion of abuse within 24 hours. It is also important that the school draw up a 'whistle-blowing' policy for staff. Recommendations will be made regarding the areas above. In addition the school holds the revised version (2005) of the Surrey County Council Multi-Agency Child Protection procedures. The schools two Child Protection Liaison Officers have received the Surrey County Council Multi-Agency Child Protection training and it was evidenced that a total of twenty three staff received 'in house' Child Protection training in September 2006. Such training is also covered during staff induction. It is important that such training is also 'cascaded' to Domestic and maintenance staff. A recommendation will be made regarding this.

The head teacher stated that there are no current Child Protection issues at the school.

Pupils interviewed stated they felt safe and protected at the school and they had no complaints or concerns about they way staff treat them and that staff have full regard for their welfare.

The school has a policy and procedure regarding a pupil becoming 'absent without authority'. Pupil's stated that "no one ever runs away because its good here" and staff also confirmed that unauthorised absences/absconding does not occur.

The school has a policy regarding behaviour management and discipline. The school operates a 'conduct marks' system of which pupils interviewed were clear.

Pupils interviewed stated that sanctions administered were fair and deserved in most cases and mainly were in the form of verbal reprimands, loss of marks, early lunch and detentions.

The schools sanction book evidenced that a total twelve sanctions had been administered since January 2004. The record showed that only permitted sanctions are used. It would be important that a list of sanctions not permitted by the Children's Homes Regulations 2001 be included in the schools discipline policy for staff reference. A recommendation will be made regarding this.

Staff and pupils interviewed stated that restraint/physical intervention does not occur within the school. In acknowledging this it would be important for the school to draw up a policy and procedure covering this area in case of a future event or to clearly state that the school operates a non-restraint policy. A recommendation will be made regarding this.

Daytime and evening observations evidenced that the pupils responded favourably to staff requests and instructions and none of the pupils were observed to pose problems regarding behaviour management or control. Relationships between staff and pupils were very positive, relaxed and humorous with pupils responding to the schools routines and behavioural boundaries with cheerful obedience and known expectations.

The school has a written complaint procedure, which is also contained in the schools 'parents handbook'. The procedure is informative; however it needs to be expanded consistent to Standard 5.4 of the National Minimum Standards for Boarding Schools to include the contact address and telephone number of the CSCI Surrey Local Office. A recommendation will be made regarding this. In addition the school has a 'Don't Worry' statement for the pupils. This is in an easy to read format and is displayed at various locations throughout the school. The statement includes the names of people to contact should a pupil need to talk to someone. It would be important to include the contact telephone number of the schools independent listener (the schools GP) in this statement. A recommendation will be made regarding this.

The schools complaint book was available and evidenced that a total of eleven complaints had been received from 24th January 2004 to date. There was evidence of action taken and an outcome to the complaint with further evidence of satisfaction regarding the outcomes from the complainants. Pupils stated in discussion and interviews that they had no complaints about the school or the way they are treated by staff. All pupils spoken with were very complementary about staff inputs and were clear that all staff are friendly, kind and look after them properly.

Pupils raised no issues regarding privacy and it was noted that the school had refurbished the toilet, washing and bathing facilities in the main boarding house and changing rooms which clearly now allows more privacy for the pupils during ablution and changing routines.

Pupils were observed to have adequate degrees of autonomy and privacy consistent to their age and level of development/maturity. Whilst the supervision of pupils is close, this is achieved without being intrusive.

The school has a written fire risk assessment. The assessment is dated 14th August 2002 and is scheduled to be reviewed and updated by an external company in January 2007. As this is in progress a recommendation will not be made.

There is a fire policy and procedure and fire precaution instructions. These are dated September 2006 and October 2006 respectively.

There was documented evidence that fire evacuation drills occur each half term. The health and safety officer stated that fire alarm tests take place at 10 am each Monday and this was witnessed at the inspection. The school is reminded of the tests each Monday as they occur at the same time as alarm tests at the local fire station and the distinct alarm sound test at 'Broardmore' Prison Hospital, both of which can be clearly heard from the school. It was noted however that the schools alarm tests are not recorded in the fire log. It is important that the tests are recorded and a recommendation will be made regarding this.

There was evidence of the schools fire extinguishers being serviced in August and September 2006.

It was also evidenced that staff received fire training on 5th September 2006.

It was not clear when the fire officer last visited the school. It will be recommended that the school contact the fire officer with a view to him visiting the school.

No potential fire hazards were evident in the areas accessed at the inspection and pupils confirmed in discussion that regular fire evacuation drills and alarm tests occur.

The school has a staff recruitment policy and procedure. In addition the school holds an 'Equal Opportunities' policy.

A sample of three staff files were inspected.

Two files held evidence of Criminal Record Bureau checks and another evidenced that the check was in progress. Two files contained evidence of two written references and another held one. All of the files sampled held curriculum vitas. It was noted that the school had not yet taken up a Criminal Record Bureau check on the schools 'independent listener' (the schools GP). It is important that this occurs. A recommendation will be made regarding this. Whilst the schools recruitment and vetting procedures are basically sound it is important that all details required by Standard 38.2 of the National Minimum Standards for Boarding Schools are evidenced on staff files.

Visitors and outside contractors are monitored and any taxi firms that transport pupils to and from the school have to evidence Criminal Record Bureau checking of their drivers. The head teacher stated that the school does not currently use such transport.

Boarding pupils are accommodated in two separate boarding houses, one is within the main building and the other is a short walk across the school grounds. The latter is used by senior pupils who are preparing to move to senior schools.

Staff are vigilant in the boarding houses and security conscious in the evenings. External doors are locked at certain times and checks are carried out prior to pupils and staff retiring. Whilst the security arrangements were evidenced as satisfactory, it may sound and 'safer' practice for the school to consider the use of CCTV at potentially vulnerable points and the use of 'key' pads on certain doors. Whilst a recommendation will not be made regarding this, it may be 'food for thought' for the school to consider.

The school has a 'health and safety' policy statement.

The school had current utility test safety certificates regarding gas and boiler systems. These were dated 9th March 2006 and it was evidenced that portable electrical appliance and water/legionella testing was either in progress or scheduled to be commenced. The mains electricity system was tested in August 2006.

The school had a wide range of written risk assessment available, which included assessments of every room in the boarding areas, the school grounds, equipment, 'COSHH' substances, activities within and outside the school and the swimming pool. There was also a risk assessment regarding the 'shooting

range'. A Police and Home Office licence was also evidenced regarding this activity. The licences will expire in 2010.

Accident records regarding pupils and staff were held and evidenced recording consistent with the 'Data Protection Act'.

The staff responsible for health and safety at the school received training in this area in November 2003.

Whilst health and safety monitoring is 'ongoing' it would be advisable to draw up a health and safety check list/monitoring form on which to record such audits. A recommendation will be made regarding this.

No safety hazards were evident in the areas of the school accessed during the inspection.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14 and 18.

Quality in this outcome area is **excellent**.

The schools standard of pastoral care and support ensures that pupils are encouraged and coached to achieve their maximum potential and that pupils live and experience boarding in a non-discriminatory, accepting and homely environment.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The pupils spoken to during the inspection were clear that they could always turn to a member of staff with any problems. They were also confident that they had several people to whom they could talk. Some of the younger boys mentioned that they could also turn to more senior pupils.

The School has an active Tutor system and the pupils stated that they often spoke to their tutor about concerns and problems. Pupils said that they were free to raise issues with tutors and senior staff on the running of boarding and that this gave them the opportunity to have their views listened to. Monitors

(School prefects) also had a role in making suggestions for improvements to the life of boarders.

The School Doctor is the person designated as the Independent Listener. The inspectors recommend that his telephone number should be made available to the boarders. The place for this would be on the "DON'T WORRY" sheet.

The School does have a policy on access for disabled pupils but the nature of the site and buildings would make it difficult for wheelchair users to attend.

The boarding staff who were interviewed said that the chef was always prepared to provide special food required by particular pupils for dietary or religious reasons.

The School has an Equal Opportunities Policy.

Interviews with staff evidenced that there is plenty of support for all boarders, including those who do not "fit in" – for whatever reason.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

The Commission considers Standards 12 and 19 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 19 and 36.

Quality in this outcome area is **excellent**.

There are sound forums for pupils to raise issues and pupils confirmed their confidence in such systems. The school has regard for equal opportunity and diversity issues and ensures that pupils experience non-discriminatory attitudes and practices within the school.

The school also has regard for contact arrangement between pupils and their parents.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Pupils confirmed that they were free to bring up boarding issues within their Tutor Groups. They also had a "voice" via the Monitors (School Prefects) who could raise issues with the Headmaster and SMT.

Some pupils ("boarders from aboard") have their own mobile telephones and these are kept locked away for safe keeping, the boys using them at weekends

to get in touch with their parents. Every boarder has an email address and they are encouraged to contact their parents by using this. One evening activity that regularly takes place is emailing and many boys took the opportunity to contact home during this time. Formal letter writing is also one of the weekend activities that boarders undertake. A number of pay phones (with facilities for incoming and outgoing calls) are available for the boarders to use. These are in private locations.

Staff contact with pupils' parents is regular. The School Nurse always informs parents if their sons have visited the School Doctor. Parental involvement is a feature of the School's sanctions process.

Helpline numbers are available for pupils on the "DON'T WORRY" sheet. This notice is displayed at various locations throughout the school.

Relationships between staff and pupils were observed to be very positive and professional.

There was continuous communication, interaction and engagement and pupils responded favourably to staff involvement.

Pupils interviewed stated staff always help them and that they always "do their best for us".

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

No judgement made.

EVIDENCE:

Standard 51 is not applicable to the school.

None of the other standards in this section are 'key' standards and therefore this section was not fully inspected; however certain areas of the premises were accessed for health and safety checks.

The areas accessed were clean and hygienic and no safety hazards were identified.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 23, 31 and 34.

Quality in this outcome area is **good**.

Whilst some recommendations are made in this section, the school is well managed by the Head teacher and senior staff team, affords a very good standard of pastoral care to the pupils and ensures the school achieves its aims and objectives.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

A statement of boarding principles is available in the Staff Handbook. The School should make sure that this statement is also available to parents and boarders. The School might like to consider writing a "Boarders' Handbook", this could take the form of a short "child friendly" leaflet which is issued to boarders before they join the School. It should aim to answer many of the questions that a new boarder will have.

The head teacher and senior staff confirmed that they monitor the schools records and conduct and that this is undertaken on a half termly basis. It would be important however for those undertaking this task to clearly sign and date records as part of their audit. A recommendation will be made regarding this.

During the Inspection it was noted that there was always a staff presence. This was discrete but evident and the boarding staff demonstrated that they were always in easy reach should they be needed by the boys. Lists of staff on duty were prominently displayed in the Medical Room (the base for the School Nurse and Assistant Matrons).

At night there were always at least two members of staff sleeping in the boarding areas. The Headmaster and his wife live in a separate house a few yards from the main building and are always available "on call". The resident staff confirmed that there was always plenty of adult supervision, even at times when one of them was "off duty" or away because of illness. Neither staff nor pupils could identify any "thin" times as far as supervision was concerned.

In the main boarding house pupils were supervised by adequate numbers of experienced and competent staff. The supervision of pupils was close without being intrusive.

In Dominies House some seven boys in their final year board (usually for one term) with the Head of Music and his wife (who is a member of staff in the School). This couple are assisted by a Resident Matron/Assistant but, at the time of the inspection, this post was vacant. A new member of staff had been appointed to take up this role at the beginning of the January Term 2007. Whilst touring Dominies House it was noted by the Inspectors that the toilet and washing facilities provided for the boarders is inadequate (see standard 44) and the School should rectify this situation as soon as possible. The head teacher stated that the school were aware of this and that it would be addressed as part of the schools future development plan. As action here is already planned a recommendation will not be made.

No pupils stayed in the boarding accommodation during exeat weekends or holidays.

All boarding staff spoken to had clear job descriptions. Clear guidance is given to all boarding staff on child protection matters and they were all clear on what to do and who to contact in case of welfare issues with boarders.

Boarding staff are supervised by the Head teacher and the SMT, who are all involved with the boarding aspect of School life.

There appeared to be few opportunities for boarding staff to gain training and qualifications from outside agencies in order to help and prepare them for their role. Whereas the Boarding Schools Association (the BSA) provide courses and training for senior school staff, there seems to be no such courses for staff in Preparatory Schools.

Two long-standing members of staff who deal with grounds and maintenance stated that they had received no training in Child Protection, however, the inspector was happy that if an issue arose with a pupil the members of staff would know what to do and follow the schools procedures.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	3
16	X
17	X
24	X
25	X
48	X
49	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	4
3	2
4	4
5	3
13	X
22	X
26	3
28	X
29	X
37	3
38	2
39	3
41	3
47	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	4
18	3
27	X
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
19	4
21	X
30	X
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	X
42	X
44	X
45	X
50	X
51	N/A

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	2
8	X
9	X
10	X
23	3
31	3
32	X
33	X
34	2
35	X
52	N/A

Are there any outstanding recommendations from the last No inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS15	That a system to audit stock medicines is commenced.	31/01/07
2	BS15	That any controlled drugs are kept securely in accordance with guidance set by the Royal Pharmaceutical Society (a locked facility within a locked cabinet) and that the controlled drug book is signed by two staff.	31/01/07
3	BS3	That the school expand its internal Child Protection procedure to include that the Local Authority will be informed of any allegation or the suspicion of abuse within 24 hours and that a 'whistle blowing' policy for staff is drawn up.	31/01/07
4	BS4	That a list of prohibited sanction consistent with those set in The Children Act 1989 and The Children's Homes Regulations 2001 are included in the schools behaviour management and discipline policy.	31/01/07
5	BS4	That the school draw up a restraint policy and procedure or clearly state in its behaviour management policy that the school has a non-restraint policy.	31/01/07
6	BS5	That the school expand its complaint procedure consistent with Standard 5.4 of the National Minimum Standards for Boarding Schools to include the contact address and telephone number of the CSCI Surrey Local Office.	31/01/07

7	BS26	That the school record its weekly fire alarm tests and contacts the fire officer regarding a visit to the premises.	15/01/07
8	BS38	That the school have full regard for the details required by Standard 38.2 of the National Minimum Standards for Boarding Schools regarding the recruitment and vetting of staff and evidence these details on individual staff files.	31/01/07
9	BS38	That the school apply for a Criminal Record Bureau check on its independent listener (the schools GP)	10/01/07
10	BS1	That the school draw up a 'boarders' handbook in a 'child friendly' format and is available to pupils and their parents.	10/02/07
11	BS3	That Child Protection training is also 'cascaded' to domestic and maintenance staff.	31/01/07
12	BS23	That the head teacher or senior staff sign and date records following their half termly audit.	31/01/07

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