



Making Social Care
Better for People

inspection report

Boarding School

Cottesmore School

Buchan Hill

Pease Pottage

West Sussex.

RH11 9AU

17th – 19th May 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**

Cottesmore School

AddressBuchan Hill
Pease Pottage
West Sussex
RH11 9AU**Tel No:**

01293 520648

Fax No:

01293 614784

Email Addressschooloffice@cottesmoresc
hool.com**Name of Governing body, Person or Authority responsible for the school**

Mr M.A. Rogerson

Name of Head

Mr Ian Tysoe

CSCI Classification

Boarding School

Type of schoolIndependent Co-educational
full boarding preparatory
school**Date of last boarding welfare inspection**

04/07/01

Date and Time of Inspection Visit	17- 19 th May 2004 at 09.00	ID Code
Name of CSCI Inspector(s)	Kevin Ball & Gaynor Moorey	111565
Name of Boarding Sector Specialist Inspector (if applicable):	Alison Scott	
Name of Lay Assessor (if applicable)	Not applicable	
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?	NO	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Cottesmore 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

This report is a public document.

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 SCHOOL AND BOARDING PROVISION

The School prospectus states “ Cottesmore is a family school which has been preparing children for the major public schools for over a century. It is one of the few all boarding co-educational preparatory schools in the country”.

The School was founded in 1894 in Hove, Sussex and moved to its present site in 1946. It is situated in 30 acres of its own grounds that are landscaped, very well kept and provides peaceful and extensive views of the North Downs. It benefits from a range of games facilities within the grounds as well as an indoor swimming pool.

The School accommodates approximately 150 children – boys and girls – and they mostly board in the main house on two floors dependent upon age. The School was considered to offer a safe, nurturing and caring environment for all of the children with a dedicated and committed staff team.

For a comprehensive picture of the facilities and provision on offer at Cottesmore School this report should be read in conjunction with the Independent Schools Council inspection report carried out in June 2002.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- The School offers a boarding facility that provides a very caring, nurturing and protected environment. This is combined with a strong family ethos and culture demonstrated through a dedicated staff team, solid routine, and a sense of community spirit.
- The School benefits from strong management and leadership, with solid management structures in place that consider the children's welfare. The Head maintains positive established practice whilst weaving in new ideas in order to promote the School and the welfare of the children accommodated there.
- The School is commended on its comprehensive medical and health care systems.
- The relationship between staff and children was noted to be sound, sensitive and generally positive.
- The School is able to offer a range of opportunities to the children thereby promoting individual achievement and skill acquisition for all.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- The School will need to formalise the assessment of risk to children in respect of some activities and areas and move towards a formalised system for all assessments of risk.
- The School will need to review, upgrade and alter some of the toilet, washing, and changing facilities currently in place as well as refurbish much of the general accommodation for boarders.
- The School will need to give thought to and amend practice as appropriate in order to afford children greater privacy.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The Inspection team found a School that was well managed, provided a high level of supervision, care and encouragement to each child in all aspects to their daily life. The foundations of good practice are well set and in place and the team were satisfied that the Head is well placed to consider developments in order to raise standards of both practice

and provision at the School.

This is the first inspection of Cottesmore School under the National Minimum Standards Of the 52 National Minimum Standards for Boarding Schools three do not apply to Cottesmore School. Of the remaining 49 Standards the School exceeded 10, met 28, had minor shortfalls for six and major shortfalls for five.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action and any advisory recommendations are to be addressed. This action plan is shown in Part D of this report.

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	23	The School to introduce an efficient system to monitor Risk Assessment and School record keeping in order to safeguard and promote children's welfare.	By December 2004
2	26	Fire evacuation notices and instructions with details of route and assembly points to be displayed in each individual dormitory and washing areas.	By September 2004
3	29	Review and formulate risk assessments, as appropriate, for all high-risk activity on site. Provide training to staff as appropriate. Activities to be prioritised when undertaking assessment.	By December 2004
4	37	Review current practice regarding washing/showering times in order to consider further strategies to promote children's privacy.	By December 2004 & ongoing
5	38	Ensure a robust recruitment process is in place and that it meets the requirements as set out in the Standard.	By December 2004
6	40	Priority to be given to the upgrading and refurbishment of the boarding areas. Prioritize within Development Plan.	By September 2005
7	42	Consideration to be given to providing more storage for casual clothes and lockable storage in the dorms for personal letters, diaries etc. especially for those older students in preparation for their progress to senior school	By July 2005

8	44	Separate toilet and bathing provision for the Matrons' must be provided as a matter of urgency.	By September 2005
9	44	Prioritise the screening of baths in the shower rooms and the urinals.	By July 2005
10	45	Upgrading the changing facilities for both boys and girls in order to promote privacy.	By September 2005
11	46	Compile risk assessments for grounds to ensure children's safety. Formulate a working policy regarding children's access to staff accommodation.	By December 2004
12	47	Complete, as necessary, risk assessments for all the living, sleeping and bathing facilities of the boarding provision and review as appropriate. Risk Assessments require to be done for all sport activities on site e.g. swimming, hockey, cricket, etc, for the outdoor challenge course, the fishing days and other activities on the lakes as well as security assessments already mentioned in Standard 46.	By December 2004

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	9	Review the School Crisis Management policy and amend as appropriate in order to achieve comprehensive guidance and for all staff.
2	16	The School considers implementing a system whereby a child in the sickbay can summon a Matron or other appropriate adult at all times.
3	19	The School to review the use of telephones for children to ensure that privacy is maximised and queuing is minimised
4	44	Consideration of staffing on the boys side to include one male member of staff during the changing/bathing time at night for sensitivity and privacy reasons especially for the older boys.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
YES	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	N/A
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	N/A
Individual interviews with pupil(s)	NO

Date of Inspection	17/05/04
Time of Inspection	09:00
Duration Of Inspection (hrs.)	28.00
Number of Inspector Days spent on site	3

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

13

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

Boys

87

Girls

57

Total

144

Number of separate Boarding Houses

2

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

The 4-point scale ranges from:

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

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

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

Cottesmore School has suitable statement of its boarding principles and practice and this is available to parents, boarders and staff. It is available to parents and boarders through the school prospectus and the pupil guide and to staff through the Residential Staff Handbook.

These documents cover the aims and organisation of the school in respect of boarding, as well as the facilities and support services on offer. It also covers the criteria as set out in this Standard including general practice.

The statement reasonably reflects actual boarding practice. As detailed in the School Development Plan these documents would benefit from review and update in order to reflect any changes or developments in practice that may have arisen since they were last produced.

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence

Standard met?

3

The School does have an effective policy – the Anti-bullying Code – that considers bullying and this is available to parents, staff and boarders. It contains a definition of bullying as well as strategies for dealing with the problem should it arise. The code refers to the Happiness Charter that is posted around the School and details how to get support if bullying is suspected.

No initiation ceremonies were identified during the course of the inspection.

Due to the high levels of supervision children's opportunities for bullying are substantially reduced and any incidences that do occur are dealt with promptly and efficiently.

Boarder surveys highlighted that bullying was not a major issue at the school, with 74% of children stating that they were not being bullied at the moment. This comprised of 33% stating that they were never bullied, 41% that they were hardly ever bullied. A further 22% stated that they were only sometimes bullied. Of those who did express concerns about being bullied experiences listed included name calling and teasing and that the perpetrators were mostly their peers. This was viewed by the Inspection team as a reasonable response given the number and age of children within a contained environment. Clearly this will need constant monitoring.

Some idiosyncratic named behaviours were provided to the Inspectors such as bacon slicing (finger flicking) and nipple crippling (nipple twisting) however these were investigated and found to be minor events and were often considered playful.

This Standard is met; nevertheless the School is advised to maintain an ever-vigilant mind to the potential for bullying to occur and for it to be dealt with in a swift and effective manner.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	74	%
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Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence	Standard met?	3
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The School has an appropriate policy on safeguarding children and child protection, and this is consistent with the local Area Child Protection Committee procedures. Through discussion with the designated individual – the Senior Housemistress – and other staff all were aware of the procedure to follow. A copy of the West Sussex Child Protection Procedures was noted as well as a copy of the Department of Health Working Together to Safeguard Children document. The Senior Housemistress demonstrated a sound understanding and awareness of child protection issues and was clearly experienced in her practice and decision-making. The Inspectors were satisfied that a solid working relationship exists between the School and the local Social and Caring Services Department who are charged with statutory responsibility for investigating any matters referred. Evidence was noted that appropriate referrals had been made.

The School has a Whistle blowing Policy that is included in the Child Protection Policy as well as the Staff Disciplinary, Grievance and Whistle Blowing procedures. This would benefit from being included in the Staff Handbook. Both of these documents would also benefit from including the contact details of the Commission for Social Care Inspection as a further source of referral for staff.

Staff interviewed – teaching, care and ancillary staff – were aware of the procedure to follow should a concern be noted and inset training has recently been provided to all staff. Newer staff are provided with training/guidance as part of their induction.

Senior pupils, in the form of Monitors also receive verbal guidance on what action to take if they are faced with a problem that they cannot resolve themselves. Monitors are not able to administer sanctions and this is one strategy the school employs to reduce the potential for bullying and abuse of power occurring. Another strategy is the limited number of staff with boarding responsibilities. Day teaching staff, on the whole, do not become involved in the care of the children once the school day has finished.

The School Staff Handbook contains a policy titled Absent Child Procedure and another document titled Missing Child Policy. These are slightly confusing and the School is advised to review these in order to make their application more obvious.

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

The School does have a fair and appropriate policy on behaviour, discipline and the use of punishments and this is available to parents, staff and boarders. Disciplinary practice was reported to be consistent across the whole school and no variations were reported. Standards of pupil behaviour during the inspection were observed to be exemplary with all children being polite, helpful and receptive to the Inspection team, staff and their peers. Through the use of tight routines, full days and high levels of supervision children's opportunities for poor behaviours are limited.

No unacceptable, excessive or idiosyncratic punishments were reported and as stated in the previous Standard, Monitors do not administer sanctions. Pupil survey highlighted that 25% felt that punishments were almost always fair, with 42% stating that punishments were mostly fair.

A list of permitted sanctions is detailed in the Staff Handbook and these include 'Facing the Paint' (for minor offences, standing outside the staff room facing the wall), 'Stripes' (for more serious offences, recorded and automatic 'soup'), 'Soup' (detention) and 'Sending Along (seeing the Head)'. Major punishments are recorded with patterns being tracked. Close attention is paid to those children who do offend repeatedly and management plans are formulated as appropriate. Responsibility for this rests with the Deputy Head.

The School does operate on rewards for positive behaviours and again details of the range of rewards can be found in the Handbook. These range from positive verbal feedback to treats, being allowed to stay up later, and prizes.

The School rarely uses physical restraint however brief and satisfactory guidance is noted in the Staff Handbook under the Rewards and Sanctions policy. The School is however advised to consider providing training or guidance to staff regarding appropriate and safe touch with children, especially due to their young age.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The School has an appropriate policy on responding to complaints from both boarders and parents. This was provided to the Inspectors as a separate document and would benefit from being included in the Staff Handbook. Again, it will need to include the contact details of the Commission for Social Care Inspection as another source to contact.</p> <p>No central record of complaints is kept as very few complaints are received. The Head deals with any complaints, or the appropriate individual and then documentation placed upon the respective child's file.</p> <p>Point 5.5 of this Standard requires that serious complaints are recorded and reviewed. In order for effective review and monitoring to take place the School is advised to create a central record of serious complaints.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The School has an appropriate policy on countering major risks to health. This is chiefly conducted through the curriculum's Personal, Social, and Health education programme. However further guidance is provided through the Religious Education programme, the informal discussions with the Chaplain, and the Matrons.</p> <p>The School has a written Health and Safety Policy that includes a list of those staff with designated responsibility for specific aspects of possible risks to health.</p> <p>The Head Matron and a member of the teaching staff oversee the Personal, Social and Health education curriculum, working with individual tutor groups. The school use a varied programme to cover the of range subjects included within the spectrum of PSHE.</p> <p>The School has a comprehensive policy within the staff handbook that covers the appropriate responses to the use of alcohol, smoking and illegal substances by boarders.</p> <p>The School does not have a problem with alcohol misuse, smoking or use of illegal substance.</p> <p>The Inspection team were satisfied that the children receive a great deal of guidance on healthy and safe living and as such were assured that boarders' health is promoted.</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 Matron responsible for the health records uses an index card system where all the information required by this Standard is maintained and updated as required. Records and official medical information are kept in a locked cabinet in the School's medical room.

Emergency contact details and medical information such as those students suffering from allergies or asthma are made available to staff. The team of Matrons' hold responsibility for the administration of medication.

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?	4
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Cottesmore School has a Head who has been in post for nearly two years, prior to this the last Head had been in post for over 20 years. The present Head, along with his wife devote a great deal of time and effort to the School and have continued to build upon the solid foundations set by the previous Head.

Additionally, the School has a strong Senior Management team that has a wealth of experience in boarding, teaching and children's welfare. Along with the Head, the Senior Management team meet on a regular basis to review practice and provision within the School. Minutes were noted for these meetings as well as staff meetings that include the whole school.

The School has good systems in place to monitor welfare provision and a School Development Plan is noted for 2003 – 2004 with a five year forecast.

It is the depth of experience of the whole Senior Management Team and the clear leadership provided by the Head that satisfies the Inspectors that this Standard is exceeded.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence	Standard met?	2
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The School does have a Crisis Management policy and this is located in the Staff Handbook. It covers many issues however appears to lack planned responses for incidents such as illness, serious allegations or complaints or significant accidents (i.e. minibus accidents).

The policy is broken down in to two distinct sections dealing with threats against the corporate body of the School and then individual crises for a member of the School.

The Inspection team was assured that the School would take all necessary actions in order to safeguard and promote children's welfare, however it is advised to review and expand upon the current Crisis Management policy in order to produce a more comprehensive response.

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

The School has organised the boarding accommodation well and as such provides appropriate protection and separation of boarders by age and gender. Children are accommodated either on the upper boys floor or the lower boys floor, or the upper girls or lower girls floor of the main house. Some older girls are accommodated in Buchan House, a separate building close to the main house.

The standard of accommodation does not vary hugely across these floors, however some has been personalised more than others.

Boarding practice does not vary greatly and the principles employed are consistent throughout the site. Bathroom and toilet provision is used across the age range, although is separated by gender. Older children do therefore share the same facilities with the younger ones. Each dorm will have a Monitor sleeping in it.

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

Cottesmore School offers a wide range of activities as part of both the curriculum and the free time boarders have. The day is structured and routines are established, however free time allows children to participate in a variety of activities, both inside and outside. These include music, shooting, swimming and other water sports with the on site pool, horse riding, canoeing, team sports and indoors games. All of these activities are supervised.

The School caters well for group activity as well as individual activity.

Boarders' do have access to the internet however the Inspectors were informed that this is always supervised and that safeguards were in place to counter risks of access to inappropriate material.

It is the range of activity as well as the attention to individual interests that satisfies the Inspection team that this Standard is exceeded.

Standard 12 (12.1 - 12.2)
Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence	Standard met?	3
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The School operates on a family style culture and ethos, with appropriate boundaries in place for the School day. Children were observed to be very relaxed and comfortable in approaching adults to discuss any matter. On this basis there is a great deal of informal consultation and opportunity for children to share their views about boarding.

Additionally the School has recently created School Council that provides a forum for children to contribute to the operation of boarding. This is in its early days and children will need to see tangible results from this forum in order to value it and use it constructively as a mechanism for open discussion and potential change. The School also has a Food Committee.

The Monitors meet with the Head on a weekly basis and again, this provides an important forum for issues to be taken forward.

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?	4
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As stated, the School operates a Monitor system for the older pupils. They have limited powers such as sending people along to see a member of staff, and limited responsibilities such as helping to settle other children at nighttime. They are selected on the basis of suitability for the role. They have a written statement that defines their roles and duties and are given guidance on dealing with younger children, especially if concerns are noticed.

Inspectors received no comments about Monitors abusing their role. They meet on a weekly basis with the Head and receive some other privileges such as staying up later at nights.

Interaction between Monitors and other children was observed to be positive and relaxed, and given the age of the Monitors the Inspection team were impressed by the manner in which they conducted themselves and the positive comments received about their approach to younger children. It is on this basis that the Inspection team were satisfied that this Standard is exceeded.

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?

4

The children have a number of adults they can turn to for personal guidance if needed.

These include adults on site and off site. Those who can be contacted are Matrons, any member of the teaching staff, the Chaplain, the Independent Listener or Child line. Children can also clearly contact their parents if they wish to do so. The role of the Independent Listener has been increased and the School will need to maintain the momentum on keeping the relationship between the listener and the children alive.

The Happiness Charter is a child friendly document that provides advice and guidance as well as contact details for external sources of support if needed. This was posted at various places throughout the School site.

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

All boarders' are registered with the local surgery and one of the G.P's holds a twice- weekly surgery at the School. The girls are able to request to see a female Doctor at the surgery. Boarders' NHS records are held at the School. These are securely stored in a locked cabinet, to which only the visiting Doctor's and the team of Matrons' have access. Boarders can receive both appointments with a local Dentist and Optician if required.

The team of Matrons', none of whom are currently registered Nurses but do have the required full first aid training, provide on-call cover at all times. Two of the Assistant Matrons' live on the School premises. The other Matrons' have accommodation on the School site but also have a room within the boarding dorms where they stay when on duty.

All medication is stored in a locked medicine cabinet in the medical room.

The system used to record administration of medication is full and comprehensive without being complicated. The daily diary records all medical interventions for each young person and this information is then transferred on to the index system. Historic records of interventions are kept throughout the children's time at the school. The children do not self-administer any prescribed medicines, however those with asthma do retain their own inhalers.

A satisfactory system is in place to record all significant illnesses, accidents or injuries to boarders.

There are a number of written protocols to give guidance on medical issues such as the Administration of Medicines that includes household remedies, Medical Policy, and guidance for both Diabetes and Asthma.

Written parental permission is obtained for the administration of first aid and non-prescription medication to boarders', and to seek medical, dental or optical treatment when required.

It is the comprehensive system, that is simple to navigate and the professional approach to the health care of the children in the School that assures the Inspection team that this Standard is exceeded.

Standard 16 (16.1 - 16.3)

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

Key Findings and Evidence

Standard met?

3

The School has satisfactory sick bay facilities, fulfilling the requirements of this Standard. The sick bay is situated between the Matron's room and the medical room. The Matron and Assistant Matron provide on-call cover at all times.

The Inspector was advised that it was School policy that if a child were to be ill or diagnosed with an illness that could last longer than a couple of days, the child would go home if at all possible.

The sick bay has four beds available for use. If there were to be more young people ill than this at any one time the School would designate a boarding dorm to be used.

Currently, the School does not have a system in place for children in the sick bay to be able to contact a Matron when they were not within the medical room. This will need to be reviewed to ensure that children have someone to contact at all times as stated in this Standard.

Standard 17 (17.1 - 17.8)
Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence

Standard met?

3

The Inspector saw a sample of the Schools action plan – The Cottesmore Action Plan - for individual children experiencing problems. It contained a plan created by the staff and shared with the child, to look at how any difficulties could be addressed and supported. Assessments were undertaken of all aspects of individual health and welfare needs of the children if they were required. Referrals would be made, with parental consent, for appropriate specialist support where necessary.

The Matrons' have weekly meetings and attend the full staff meeting where individual children are discussed if they are experiencing any issues to do with welfare or emotional problems. The Matrons' liaise directly with parents if necessary.

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

The School has created a sense of community within both the educational environment as well as the living accommodation and does seek to encompass all of the students needs, including any requirement that may arise from cultural or spiritual backgrounds. The School has in place a policy for meeting different religious denominations.

The School has an induction process and language lessons for those whose first language is not English. Children are also given a Mentor if possible who comes from the same culture and speaks the same language. The School has guidance in place for meeting other linguistic and cultural needs.

The School does attempt to respect any cultural needs including festivals, food and worship.

The children did not identify discrimination on any level as a problem.

Standard 19 (19.1 - 19.6)

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

Key Findings and Evidence

Standard met?

2

The School has recently had a new telephone system installed that included two additional telephones for the children to use. These are located in the main hall under the stairs. In discussion groups the children mentioned a lack of privacy and not being able to hear their telephone calls. This is due to the positioning of the phones and the need to queue.

The School does not allow the use of mobile phones. At the point of the inspection no phone hoods were fitted however the Inspectors were informed that they were due to be fitted. It is anticipated that this will enhance privacy and reduce noise pollution. It is anticipated that at the next inspection this Standard will be met due to the implementation of the phone hoods. The need to queue will need to further assessed.

The children have use of E-mails within the School and this is used extensively. The School does have a filter system within the internet sites accessed by the children.

Every Sunday the children have time to write letters home and stationery for this is available from the School shop.

The Matrons' do have contact with the children's parents and vice –versa; the contact is recorded and information is held on the appropriate records.

The Inspector noted that the School had placed a poster by the telephones giving the number of Child Line and the phone number for the Independent Listener.

Standard 20 (20.1 - 20.3)

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

Key Findings and Evidence

Standard met?

3

The School provides each young person with a lockable box that is kept within the downstairs changing room. These Tuck boxes are the place for children to keep all their personal possessions. The School actively discourages the children in bringing valuable items from home.

The children's pocket money is sent to the School as part of the paid fees and as such the children do not have money but are able to have sweets, stationary and personal items from the tuck shop.

Standard 21 (21.1 - 21.3)

There is an appropriate process of induction and guidance for new boarders.

Key Findings and Evidence

Standard met?

4

The School does have an induction process in place for all the children and has developed a very good handbook – going to Boarding School - that gives full comprehensive guidance about the boarding facilities and life at the School.

The School has a Mentoring system when children enter the school. This is usually a child that has had some experience of life within boarding and the expectations of routines and rules. The new child usually receives a letter from their Mentor before coming to the School as part of the induction process.

The children did not identify any issues with their induction, however some of the children

found the separation from their home and parents difficult and required greater support. The School does implement a different routine for younger students including story time and more time upstairs with the Matrons’.

It is the attention to trying to ensure that children’s transition from home to School life is as smooth as possible that assures the Inspection team that this Standard is exceeded. It was noted that this was undertaken in a sensitive and caring manner. Overall positive comments received from the children affirmed this.

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
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This Standard does not apply to Cottesmore School and has therefore not been assessed.

Standard 23 (23.1 - 23.4)

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

Key Findings and Evidence	Standard met?	2
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The Inspectors noted evidence in the minutes for the Senior Management meetings and staff meetings that any issues for the children are raised on a weekly basis; any incidents that may have a recurring pattern within the pupil group can be tracked through this system. The Headmaster attends both of these staff meetings.

The School does have risk assessments for many aspects of life within the school, however several major assessments are missing and those that are in place do need to be reviewed. This clearly showed a lack of monitoring and a system should be created in order to rectify this problem.

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?	3
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During the inspection the Inspection team sampled breakfast, lunch and supper; these meals were seen to offer a nutrition, varied and balanced diet.

Pupil survey highlighted that 22% of children stated that the food was very good, with 34% stating that it was good.

The School employ their own Chef and assistant, plus a student from Demark to undertake some food preparation. Inspection of records of menus and the qualifications of the staff

were satisfactory

The School had been inspected by the Environmental Health Authority in February 2004 and had not received any requirements.

The kitchen staff are aware of any dietary needs which included both cultural needs or allergies. Staff monitor the children's diets and are present at meal times.

The Monitors have a rota for supervising the clearing away of crockery, cutlery and cups in the dining room after each meal. Within the boarders' survey and in discussion groups the children generally felt satisfied with the food provided, but did highlight that they could not have a choice of meals other than the main meal offered.

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?

4

The children have access to drinking water throughout the day and two fountains were seen in the School outside of the boarding houses. Children are also able to access drinking water at night -time.

There are two breaks within the day where food is provided beyond set mealtimes, these are balanced providing extra healthy snacks. Due to quality of the snacks this reduces the children's intake of junk food. Supper is available in the evening.

It is the emphasis on good food in between main meal times and the attention paid to children eating healthy food and discouraging junk food that satisfies the Inspection team that the School exceed this Standard. The School clearly consider this as a priority.

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

Inspectors noted that the requirements of West Sussex Fire Brigade dated 21/03/03 had now been completed and correspondence from the DfES dated 15/01/04 confirming these satisfactory arrangements was also noted. Inspectors observed that there were no notices of Fire Evacuation procedures in the individual dormitories in the boarding areas and that the one existing notice was dated 1988. Nevertheless children were very aware of the evacuation procedures and confirmed that they had regular fire drills at night time and during the school day. A new recording system of fire drills and testing of emergency lighting, alarm sounders and call points, implemented in 2002, was noted.

Standard 27 (27.1 - 27.3)

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence**Standard met?**

3

The School has a Monitor system in place; the Inspector's interviewed the group of children whom undertake these duties. No significant issues were identified relating to this role and those with the duties appeared to enjoy the responsibility it gave them.

The School provides outstanding facilities and activities for the students both within the educational day and within their free time.

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

This Standard does not apply to Cottesmore School and has therefore not been assessed.

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?**

1

The School has a system of generic risk assessments, drawn up in 2002, for many activities on the site ranging across catering facilities and equipment, classroom lessons and activities, clubs e.g. drama, outdoor studies, music etc, management of plant and equipment in classrooms e.g. saws in the Sopworth centre and in the maintenance and estate areas. It was noted that there had been no review of these assessments since 2002 despite an indication of intent to carry out a three month monitoring and annual review.

There was no evidence of risk assessments for games activities on site e.g. cricket, hockey, the adventure playground etc or of other high- risk activities e.g. shooting, pony riding or swimming. The store where the weapons used for shooting and the ammunition was kept was found to be unlocked when the firing range was being used. Although a member of staff was supervising the activity it was still possible to access the weapons and ammunition unnoticed. This is highly unsatisfactory and the School has undertaken to lock the storerooms at all times even when the shooting range is being used. A thorough risk assessment will need to be completed around the storage of the equipment as well as the

activity itself. This may include refresher training for all staff with responsibilities as appropriate.

Pupils confirmed that they were not permitted to enter the science laboratories or the design technology room or to use the internet unless a member of staff was present; further in the

staff handbook it states that science laboratories and design technology room, in particular the areas where there is dangerous machinery e.g. saws and other equipment should be locked but these areas were observed to be open and unattended by an Inspector on two occasions during their visit. This is highly unsatisfactory.

Inspectors confirmed that the teachers who supervised swimming in the pool held National Pool Guard certificates and noted that they were updated in April 2004. No evidence was presented to the inspectors of the qualifications of the school staff supervising shooting or judo

There are excellent records of risk assessments for all visits off site and a record of the license under the Adventure Activities Licensing Regulations for residential visits e.g. Call of the Wild visit to Wales.

Recommendation Risk Assessments for all activities held on site are undertaken as a matter of urgency and reviewed annually or sooner if material changes take place.
The Bursar maintains a record of all specialist training and ensures that it is up to date.

Areas with dangerous equipment or substances are kept locked if no staff are present and staff are reminded to carry out the instructions in the staff handbook.

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 School provides television, internet access with safety screening for sites and various videos. Daily newspapers are also available. The School has, at times, had remove some information due to it directly involving some of the children parents, such as recent conflicts involving armed forces personnel.

The children have a large range of activities that are both local and in the wider area of the county. The School do arrange activity holidays both in England and abroad.

The children are not really involved with the local community and the older students did express a wish to have more trips organised to such places as the cinema, bowling etc.

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?	4
<p>As stated in previous Standards the School provides solid routines and a high level of supervision for all of the children. A duty rota was noted and followed through in practice and this essentially involved Matrons, the Head and his wife, the Deputy Head, Senior Housemistress and a duty Tutor (downstairs only). This is weighted towards more female staff and the School may wish to review this imbalance.</p> <p>No boarder reported problems when needing to find a member of staff during the discussion groups and the surveys highlighted similar satisfaction.</p> <p>The Inspector was informed that satisfactory staff cover would be provided in the event of any staff sickness, usually by a flexible and informal arrangement with another member of the team.</p> <p>It is the high level of supervision, performed in an informal and relaxed manner, as well as the attention paid to the routines during the day, which assure the Inspection team that this Standard is exceeded.</p>		

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
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Staff supervision for children leaving the School site remains appropriate and the Inspection team noted documentation that confirmed that they normally operate within the DfES minimum ratio guidelines. The School often exceed it.

Paperwork was also noted tracking the in and out arrangements for individual children when leaving the site, as well as a register.

The School does have a policy for the safety and supervision on school journeys however no risk assessments were noted in respect of any minibus accidents that may arise. This will need to be addressed and will be detailed in Standard 47.

The School does not employ Gap students.

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
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As stated in previous Standards the level of supervision for boarders is considered satisfactory, and this remains the case at night. There are a number of adults sleeping in the same house as the boarders' and all may be called upon in an emergency. Designated staff are on duty each night and children are able to contact them without difficulty if needed. No reports were received of children having difficulty contacting adults at these times. Monitors can also be used for assistance if needed.

Standard 34 (34.1 - 34.7)
All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.

Key Findings and Evidence	Standard met?	3
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All those staff with involvement in boarding were noted to have a job description that reflected their duties. The role of any spouses or partners will need to be formally considered, especially in Buchan House.

All staff spoken with were clear that they received ongoing support and supervision from their line manager, and this included the domestic staff who are employed for a termly basis from Denmark. All receive induction training and guidance on child protection and the Senior Housemistress usually conducts this.

Review of performance tends to be an informal process and the School will wish to review this to ensure that it becomes a formal process.

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

As referred to in many other Standards, the School has a Staff Handbook that contains much of the policy and procedural documentation required by staff in order to understand and undertake their duties. This covers all of the major policies and issues.

The School Development Plan highlights the need to review and update this Handbook and the Inspection team would concur with the view that it would benefit from review. Documents such as the Staff Disciplinary, Grievance and Whistle blowing policy, Complaints policy and other more recently created policies would benefit from being contained in one comprehensive handbook.

The staff disciplinary procedure appears satisfactory and includes provision for precautionary suspension pending investigation as well as provision for support and guidance for the member of staff involved.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence

Standard met?

4

The Inspection team found the relationships between staff and boarders to be sound with an overall positive outlook reported by both parties. Interaction was noted to be caring, sensitive and relaxed from staff towards children within the context of a healthy respect for each party's status.

The staff manage to successfully weave the characteristics of containment, security, nurturing, and sensitivity with authority and respect in order to achieve a healthy balance within their relationships with the children.

It is the effort, management and thought put in to this aspect of school life that satisfies the Inspection team that this Standard is exceeded.

Standard 37 (37.1 - 37.2)

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

Key Findings and Evidence

Standard met?

1

Through boarders survey and discussion groups a consistent theme raised by children, both male and female was that they would wish for greater privacy, especially when washing and dressing. Given the young age of many of the children and the care needs that will be

required by them the Inspection team acknowledges the difficulty in balancing the required outcome for this Standard. However it is on the basis of the overwhelming verbal feedback provided to the Inspectors that the School finds itself with a major shortfall for this Standard.

Boarder survey highlighted a mixed response ranging from 36% of children stating that the showers/bathrooms were reasonably private, to 20% stating that they were not very private and 14% stating that there was no privacy at all. With regard to privacy of the toilets 63% answered that they were either very good or reasonably private. Whilst conducting the survey and throughout the inspection children frequently voiced their concern.

In discussion with staff it is evident that many children require greater supervision than others, either due to their younger age or capabilities to thoroughly wash themselves. However many of the older boarders may have reached a stage where they could be trusted to be less supervised. The School is therefore advised to consider strategies where they can adapt their practice as children develop and grow, as that of a good parent. A further problem with the lack of privacy is the physical layout of many of the washing facilities. Children did not favour communal showers and a bathtub in the doorway without any screening was also considered to be very intrusive. This is also the case for the urinals on the upper boys landing.

Some staff are also required to share washing facilities with children which creates the potential for greater problems. This is addressed in Standard 44.

Given this the School are strongly advised to review the current practice as well as the physical layout of the facilities to see how children can be afforded greater privacy.

Standard 38 (38.1 - 38.10)

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

Key Findings and Evidence

Standard met?

2

The School has an improved recruitment process as identified at the last Welfare inspection by the National Care Standards Commission in June 2003. However gaps were still noted in respect of the lack of proof of academic qualifications on file. A selection of files were inspected and all were noted to contain proof of identification, a Criminal Records Bureau check, two references, contracts and curriculum vitae. No evidence of a recruitment process, i.e. record of interview or application form, was noted and this will also need to be rectified.

Further to this some spouses and partners did not have a Criminal Records Bureau check.

The School is also advised to begin undertaking retrospective Criminal Records Bureau checks for those staff who are established within the school as a point of good practice.

The domestic staff from Denmark all have references and a certificate from the Danish Police force commenting upon their good character. These staff have no direct childcare

responsibility or duty and are employed from between one and three terms.

The School only uses taxi drivers who have completed a CRB check.

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, seasonal/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

The Inspection team were informed that any visiting workmen or other visitors to the School site will be signed in at the reception and given a badge and then either escorted and supervised or permitted to work unsupervised as appropriate. Many major works are undertaken during school holidays and as such does not impact upon the children's safety and welfare.

The role of spouses and partners who are not employed by the School and who do not have any responsibility will need to be clarified and recorded as such. Appropriate checks will also need to be undertaken.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

2

Boarders' are accommodated in two buildings: the main school house and Buchan House (Four eleven-year-old girls at the time of inspection). Girls are accommodated in Buchan House if the main building is full. They spend one term there on a rotational basis and the accommodation is purely for sleeping purposes. It is limited to one dormitory – brightly decorated and nicely carpeted- and two toilets with wash hand basins. The Senior Housemistress supervises the girls. The girls' shower or bath in the main building and go over to Buchan House at bedtime. They have a room with locker space in the main house for use during the early evening and for storing their games kit etc.

The Main building has sleeping accommodation on two floors where there are boys' dormitories and girls' dormitories with suitable separation of areas by gender. There is staff access to each area. The dormitories are well lit, ventilated, heated and carpeted throughout. The boarders' did not complain of noise and many of the rooms were spacious. The boarding houses are clean. Boarders' are encouraged to personalise their sleeping areas. The standard of decoration in the dormitories is rather poor and in some places shabby. The personalised posters and photographs often help to disguise the decorative state, which suggests there has been no redecoration in some rooms for some time. Most of the beds are bunk beds, some of cast iron construction and some with no bar-guards on the top bunk e.g. in Gym 2 and Room 11 etc. Others were modern and new and of pine construction. Most rooms have scant storage space, mainly small chests of drawers and it was noted that many of these drawers had handles missing and were difficult to open. Lack of maintenance over the years indicates a need to refurbish or replace the chests of drawers and some bunk beds.

Common room space and the dining room were on the ground floor and were well furnished, spacious and with good amenities.

There were toilet facilities in all areas and bath and showering facilities accessible from both sleeping and living accommodation.

It was noted that refurbishment of the boarding areas is an on-going part of the Development Plan. As one of the few full boarding schools, boarding facilities could be expected to modern, bright and homely thereby encouraging the expression of the individuality of the children.

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

All children at the School are boarders with the exception of the children of staff, who live at home. The dormitories are reserved for the exclusive use of the boarders and all the children including non-resident staff children use the common room spaces downstairs.

All visitors to the school enter by the front door, which is kept locked, sign in and wear a visitor's badge. There are digital pad security locks on other external doors leading into the building and there are eight CCTV cameras with two monitors, one in the Bursar's office and the other in the Headmaster's accommodation. In the Staff Handbook there are clear instructions to the Teacher on Duty and the Matron on duty and all staff to challenge unknown adults, to patrol the site and to be vigilant at all times.

Monitors and the teacher on Duty ensure that all the windows and classrooms are locked. External doors are locked and checked by the Headmaster or his Deputy when the boarders go upstairs.

There is a swimming club for members of the public in the school pool Monday to Friday and the Senior Housemistress and/or the school Swimming Coach supervise it. The Swimming Coach also supervises the canoe club, which also uses the pool.

Recommendation The school carries out a risk assessment for the two clubs open to the public and a general risk assessment of the grounds as there is a public bridleway and a public golf course within the estate, which gives easy access to intruders, despite patrols by the duty staff.

A formal policy stating the practice is given to parents and good practice in schools is to have all adults employed on the site wearing ID badges.

The boundaries for the pupils are known to them but good practice suggests that the boundaries are marked on a plan and displayed in school.

Security of the site is reviewed twice a year by the Health and Safety Committee and updates and minutes made available to all staff.

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
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The dormitories are, overall, satisfactory, some with spacious floor areas (generally accommodating the younger children to give play space) and all with natural ventilation. The rooms and the bedding are clean and all dormitories are warm and carpeted. The paintwork in places is tired and shabby (e.g. the fire notice in room 10 is dated 1988) and requires renewal and its poor state is disguised in some rooms by posters and personal items; this applies to the decoration in boys' and girls' rooms but especially on the 3rd floor on the boys side. The School will need to establish an effective rolling programme of renewal.

Beds are a mixture of cast-iron bunks and new pine bunks and there is a renewal programme under way in both boys' and girls' dormitories. It was noted that there were a large number of new mattresses. Clothing is stored mainly in cupboards that are locked on the landings or on the girls' side in a dedicated locker area. Staff sleeping accommodation is separate from the children's areas. Boarders are permitted to change dorms if they request to do so and if there are any minor disagreements in the dorms. There are Monitors in every dorm, which encourages leadership, friendships across the age ranges, a family atmosphere as well as good behaviour.

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
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Boarders do supervised prep' in the Dining hall, Library, classrooms and computer rooms. These areas are all well lit, the Library is well resourced and staff are available to offer help if asked. The Monitors are also able to use a quiet room during rest periods or free time during the day. This is a very good provision and Inspectors noted from the Development Plan that the computer system is soon to be upgraded thus adding to an already very good provision.

Standard 44 (44.1 - 44.10)
Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence	Standard met?	1
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Toilet and bathing provision was raised by children in the questionnaire and in group discussion as an issue. The School meets the overall requirements of the Standard in numbers of showers/baths, toilets and wash hand basins and they are located in positions accessible during the day and at night and suitably separated by gender. They were also very clean, well ventilated and well cared for. Water pressure and temperature in the showers was observed to be very good on test and the girls on tour commented that the showers had good pressure and were warm. In one shower/bath area on both the girls' and

the boys' areas on the 3rd floor the bath was in the area and unscreened even by curtains. This is most unsatisfactory. On the boys' area there was a row of six wash hand basins in the corridor unscreened and three urinals on a corridor partially screened. For privacy and health reasons this is unsatisfactory.

Inspectors noted queues at night on the girls' side to use the private bathroom and girls on tour stated that they had to queue regularly if they wanted a bath. The children have staggered bedtimes but it is possible that children of a different age range 10-13 could be using the facilities at the same time, although the youngest students go up earlier to change for bed.

There is a constant staff presence in order to supervise when washing. It was noted by Inspectors that the staff were virtually all female although two thirds of the children are boys. The School may wish to consider a supplementary male presence on the boys' side during the sensitive bedtime routine for the older boys.

It was noted that one Matron had to share the toilet and bath facilities of the pupils on the girls' side and this is in direct contravention of Standard 44.10.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence

Standard met?

1

Boarders' do not use their bedrooms for changing during the day and there is a girls' changing room and two boys changing rooms comprising a junior area and a senior area. In the girls area there are no showers but they can and are taken to the swimming pool to use the showers on occasions. The area was rather small for the girls when they were all changing after games. The full age range 8 –13 also shared it.

In the boys changing area on the lower level there was a communal shower with five showerheads all unscreened and in one communal area. This area was also cramped and used by boys of all ages after games on a daily basis. As stated previously children's surveys and discussion groups highlighted strong views about the lack of privacy. Given the overwhelming views expressed by the children and the minimum expectation required in this Standard major shortfalls are apparent. These deficits will clearly need to be addressed as a priority.

Standard 46 (46.1 - 46.6)

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

Key Findings and Evidence

Standard met?

2

The recreational facilities and opportunities for boarders both inside and outside are outstanding and exceed the Standard in range, supervision and accessibility. They do meet the Standard in safety and due to the high levels of adult supervision the Inspection team were satisfied that children's safety is safeguarded. On this basis the Standard should be exceeded.

The range of activities is impressive and sport is a daily part of School life with many teams.

Provision is available for the individual who does not enjoy traditional team games through activities such as canoeing, music, archery, shooting etc.

Boarders can be alone inside or outside but they are not permitted to access the boarding house unless in an emergency until evening time.

However on-site risk assessments will need to be completed, including the risk of children seeking quiet time alone in the grounds. There was no formal policy or protocol relating to boarder access to staff accommodation. Given the close proximity of some staff accommodation this will need to be rectified and included in the Staff Handbook.

Recommendation: Full risk assessments be carried out for all activities and all areas on site to ensure the safety of the pupils.

A policy is developed relating to boarder access to staff accommodation.

Standard 47 (47.1 - 47.9)

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

Key Findings and Evidence

Standard met?

1

The School has a Health and Safety Policy and issues of Health and Safety are discussed at SMT meetings and also at staff meetings. There were incidences already notified where the policies were not strictly adhered.

Indoor and outdoor areas of the School were mainly free from avoidable safety hazards. No formal risk assessments had been carried out for sleeping or living areas.

It was noted that all windows above ground floor level except those used as emergency fire escapes were restricted and the doors had automatic closers. The grounds were very well kept and no significant hazards were observed during the visit. Those with responsibility for maintaining the grounds should be commended. The maintenance areas were very well kept and everything was clearly in place and in good safe order.

The School policy for high-risk areas is based on diligence, vigilance and patrols and is clearly, in the main, implemented. Two science laboratories were found to be unlocked and the Design Technology room, which included the saw room was unsupervised on two days of the inspection. The Firearms storage has already been mentioned in a previous Standard.

Boarders knew where the out of bounds areas were and the ground staff confirmed that children do not stray out of bounds. The lake was fenced off, tree climbing had been forbidden and the swimming pool was locked. The School has a Health and Safety Policy and it is available to all staff.

Good Practice would suggest that an audit of all general procedures in the school and in the grounds be carried out to identify possible hazards and to give a comprehensive audit of risks.

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

The School has a room designated for the use of children feeling ill; it is positioned between one of the Matron's rooms and the Medical centre.

The room has four beds that are adequately placed with sufficient space in between them; it has books, games, a television and a range of soft toys.

The Matron explained that if there were a need for extra beds a dorm would be designated as for this purpose.

Standard 49 (49.1 - 49.3)

Adequate laundry provision is made for boarders' clothing and bedding.

Key Findings and Evidence**Standard met?**

3

Boarders' personal clothing, sports kit and bedding laundry is undertaken on a daily basis with an effective laundry timetable. The laundry is returned to the children on the following day.

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

There is a School shop where children can buy tuck. The Matrons operate a system whereby children can order personal toiletries stamps etc. The children did comment on the limited range of stocks available in discussion groups

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence**Standard met?**

9

This standard does not apply to Cottesmore School and has therefore not been assessed.

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?	4
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The School undertakes a very good range of visits both residential and non residential

Thorough risk assessments carried out for each visit and these are held on record. There was clear evidence of the centre used for the Call of the Wild visit being licensed under the Adventurous Activities Licensing Regulations and it was evident that a reconnaissance visit had taken place. The ski visits were run in conjunction with the British Ski Racing Regulations with fully qualified staff and their risk assessments also applied. A comprehensive check against each of the criteria in 52.8 was recorded and kept on file for all residential visits. Parents were fully informed of all arrangements and had given specific consent for the high-risk activities on the residential visits. The Medical staff also confirmed that no children had medical conditions that required special conditions. This was an example of thorough planning and good practice that satisfied the Inspection team that this Standard was exceeded.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector Mr K Ball **Signature** _____

Date 20th October 2004

Public reports

It should be noted that all CSCI inspection reports are public documents.

PART D**HEAD'S RESPONSE**

D.1 Please provide the Commission with an Action Plan, which indicates how the Recommended Actions and Advisory Recommendations in this report are to be addressed, and a proposed completion date within the stated timescale.

RECOMMENDED ACTIONS		
Recommended Action No.	Action to be taken	Completion date
23	A full review of all areas of Risk Assessment will be undertaken during the winter term by the SMT. An efficient system of monitoring Risk Assessment will be established by	December 2004
26	Fire evacuation notices will be displayed in those areas deemed by the Inspection team that they are missing.	
29	This will be carried out as part of point 1 in this action plan. Consideration will be given to the required staff training, although this will not be possible in the timescale set and will possibly form part of INSET in	January 2005
37	Current procedure regarding washing/showering times will be reviewed by the Boarding team	
38	The school will continue to improve its recruitment process, ensuring that it meets the Standard in all aspects.	
40	Priority has already been given to the refurbishment and upgrade in boarding areas. This will be highlighted in the SDP from	September 2004
42	Consideration will be given to this issue during the next academic year and will form part of the upgrade programme of dormitory refurbishment due to commence in	September 2004
44	Separate toilet and bathing provision will be made for the matrons by	September 2005
44	Urinals and baths will be screened by	December 2004
45	A review of changing facilities will commence September 2004 and any necessary upgrading will be completed during this academic year.	

46	This will form part of the review carried out as part 1 of this Action Plan.	
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ADVISORY RECOMMENDATIONS		
Recommendation No	School's Response to Recommendation	
1	We will continue to review and update our boarding principles to reflect any changes.	
2	We have outlawed any idiosyncratic behaviour such as 'bacon slicing and nipple crippling' and will continue to monitor to ensure that such practice does not occur amongst the children.	
3	The 'whistle blowing policy' will be included in the handbook, along with contact details of CSCI for staff reference.	
3	The 'Absent Child Procedure' and 'Missing Child Policy' will be reviewed to ensure that there is no confusion between the two.	
4	The school will consider providing training or guidance to Staff regarding appropriate and safe touch with children.	
5	The school will create a central record for serious complaints.	
9	The school will undertake a review of its Crisis Management Policy.	
12	No mention of the school's food committee was made by the Inspection Team. The school would welcome advice on how it can improve in this area to enable it to exceed the standard.	
16	The school will consider a means of contacting Matron directly from sickbay.	
19	When the Inspection took place the Phone Hoods had not been installed, this has now happened and privacy for calls has been enhanced. There is very little, if any, queuing. The school does not encourage the use of mobile phones, but some students who live abroad do use mobiles to contact their parents. These phones are kept by the school for security reasons. Staff do not scrutinise student email. When parents visit they are allowed to have a private meeting with their children in the Drawing Room.	
24	Choice is available at meals, although as in any family, children are encouraged to eat what is presented to them-Cottesmore is a home not a hotel. Children do have a voice on the food prepared through the school Food Committee that meets regularly with the chef.	

30

Trips are occasionally arranged for the children at weekends, although visits to cinemas, bowling etc are best done on the exeat weekends with parents. The children need time to relax and engage in unstructured and undirected play.

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