



Making Social Care
Better for People

inspection report

Boarding School

Cothill House School

Nr Abingdon

Oxfordshire

OX13 6JL

24th - 26th January 2005

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

Cothill House School

Address

Nr Abingdon, Oxfordshire, OX13 6JL

Tel No:

01865 390800

Fax No:

01865 390205

Email Address

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

Cothill House School

Name of Head

Mr Neil Brooks

CSCI Classification

Boarding School

Type of school

Independent preparatory
boarding school for boys
aged 8-14 years.

Date of last boarding welfare inspection

31-01-02

Date of Inspection Visit		24th - 26th January 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Clare Davies	105285
Name of CSCI Inspector	2	Andy McGuckin	142855
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mark Robinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR NEIL BROOKS, HEADMASTER	

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

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

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

This document summarises the inspection findings of the CSCI in respect of Cothill House School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Cothill House is a well established preparatory school offering full boarding facilities for boys between the ages of 8 and 14 years. The school is situated in a small village six miles south of Oxford and has extensive grounds providing playing fields, a nine hole golf course, tennis courts and an indoor swimming pool.

At the time of the inspection there were 215 boys boarding at Cothill House. The boarding provision is separated into three buildings. The main house, where the Headmaster's accommodation with his young family is incorporated. A bungalow, situated across the playing fields and Chandlings Manor, a property off the main site approximately 10 minutes drive away where the oldest boys board. All pupils in the fourth year experience boarding at a château in France for a term. Resident House parents, matrons, a school nurse, Gap students and tutors support the Headmaster and his wife in providing pastoral care for the boys within the boarding accommodation.

A Board of Trustees administers Cothill House as a charitable Educational Trust, the Trust is also responsible for an independent day school at Chandlings Manor and the French Château de Sauveterre.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- It provides a consistent response to discipline that is experienced by pupils as fair and appropriate.
- It has low levels of bullying.
- It provides an excellent range of activities with good facilities.
- It recognises each boarder's strengths and provides encouragement and opportunities.
- It identifies specific needs and co-ordinates relevant support to help meet those needs.
- It provides a community and family environment for the boarders.
- It is showing clear direction and leadership.
- It provides nutritious meals and snacks.
- It provides sound boarder/staff relationships.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- It should provide a handbook for boarders with details of how to complain.
- It should have robust procedures for the administration and storage of medication.
- It should provide some privacy for boarders to make telephone calls.
- It should review the fire safety procedures.
- It should improve recruitment procedures.
- It should improve shower provision.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first inspection of the boarding provision at Cothill House to be carried out by the Commission for Social Care Inspection (CSCI) and the first to appraise the school against the National Minimum Standards. Two inspectors from the CSCI and a Boarding Sector Professional Inspector undertook the inspection.

There are recommendations made within the report that if followed will address the minor shortfalls noted. The inspection has also made some advisory recommendations to assist with the development of boarding at Cothill House.

The inspection concluded that the boarders are very well cared for in an environment that nurtures children and encourages development by giving responsibility and clear boundaries to adhere to. The staff involved in boarding provision work closely together for the benefit and welfare of the boarders where the children feel happy and safe. There is no doubt that the school is complying with its obligation to safeguard and promote the welfare of boarding pupils.

The boarders completed questionnaires to assist with the inspection. The older boys (72) responded to a questionnaire that has been collated into graphs, a summary of these results is attached as an appendix to the report. Information from the junior boarders questionnaires has been incorporated into the report. The Inspectors would like to thank the Headmaster, staff, parents and children for their co-operation and valuable contributions to this inspection.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS3	<p>The Inspectors recommend that the school develop the child protection policy;</p> <p>to inform staff that there will be no retribution or disciplinary action taken for 'whistleblowing' in good faith.</p> <p>to include guidance for staff should there be an allegation against the child protection officer.</p>	31-07-05
2	BS5	<p>The Inspectors recommend that;</p> <p>a complaints procedure is produced and made known to all boarders.</p> <p>boarders and their parents are informed by the school of contact details of the Commission for Social Care Inspection.</p>	31-07-05
3	BS7	<p>The Inspectors recommend that the school ask parents to identify those with parental responsibility for each boarder and any court orders affecting parental responsibility or the care of the boarder.</p>	01-09-05

4	BS15	<p>The Inspectors recommend that;</p> <p>a policy is produced for the storage and administration of medication.</p> <p>medication storage is secure and monitored to ensure that none has exceeded its 'use by' date.</p> <p>administration and storage of medication throughout the whole school is monitored by the nurse.</p> <p>written parental permission is sought for the administration of first aid.</p>	<p>31-07-05</p> <p>31-05-05</p> <p>31-05-05</p> <p>01-09-05</p>
5	BS16	The Inspectors recommend that a call system is available for boarders who are in sick bay.	31-07-05
6	BS19	The Inspectors recommend that more privacy is provided when using the payphones and external helplines are made available to the boarders.	01-09-05
7	BS21	The Inspectors recommend that a handbook for boarders is produced.	01-09-05
8	BS26	The Inspectors recommend that the school seek and follow advice from a fire safety officer.	31-05-05
9	BS34	<p>The Inspectors recommend that all staff have job descriptions.</p> <p>The Inspectors recommend that boarding staff undertake training in boarding practice.</p>	<p>01-09-05</p> <p>01-09-06</p>
10	BS38	The Inspectors recommend that all components of the staff recruitment process described in Standard 38 be complied with.	31-05-05
11	BS41	The Inspectors recommend that security arrangements remain under regular review.	Ongoing
12	BS44	The Inspectors recommend that the shower provision in the bungalow is improved to provide privacy. It is also recommended that the older showers in the main house are considered for refurbishment.	01-09-06
13	BS47	The Inspectors recommend that the hazards identified during the inspection are given attention in order of priority to promote the safety of the boarders. (As listed under Standard 47).	To be prioritised.

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	BS4	Consideration should be given to be constructive when issuing sanctions and avoid punishments such as facing a wall.
2	BS6	Consideration should be given to providing details of the PSHE programme to all boarding staff.
3	BS15	Consideration should be given to introduce individual pupil records for all medication, treatment and first aid administered.
4	BS20	Consideration should be given to provide lockable storage space for boarders in their dormitories.
5	BS24	Consideration should be given to increase staff presence to monitor teatime. It is also advised that the crockery is replaced at Chandlings Manor where necessary.
6	BS25	Consideration should be given to ensure that boarders can be seated whilst having their supper in the bungalow. It is also advised that the décor be improved in the dining area of the bungalow.
7	BS31	Consideration should be given to review the staffing ratio at the bungalow.
8	BS34	Consideration should be given to producing a formal written induction programme for boarding staff.

*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
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	24/01/05
Time of Inspection	09.30
Duration of Inspection (hrs.)	90
Number of Inspector Days spent on site	9

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 FROM

8

 TO

13

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

Boys	215
Girls	0
Total	215
Number of separate Boarding Houses	4

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)

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

"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence	Standard met?	3
<p>The school prospectus is a comprehensive document clearly outlining the characteristics of Cothill House and stating the school's principal aims. It is an up to date publication that reflects the actual current boarding practice at the school and is available to parents, prospective parents, staff and boarders. The prospectus is accompanied by a school magazine, a glossy publication with good use of photographs providing an insight into daily life at Cothill House.</p> <p>Cothill House also has a website.</p>		

Standard 2 (2.1 – 2.6)

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

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

The school has a clear policy on bullying which is displayed in every classroom. Some mention of low level bullying was made by the pupils in the discussion groups and in the questionnaires but was not expanded on as a big problem. There was one event that was mentioned in the questionnaires and therefore was explored by the Inspectors. The pupils were quite adamant that this does not happen anymore and that 'Mr Brooks had stopped it'. It was also suggested that it was not hitting but being 'sarcastic to people'. It was apparent that the school is active in countering any bullying that occurs and is vigilant at all times to it. The bullying policy is in the handbook and contains all of the information required by the standards. No initiation ceremonies were highlighted in the group discussions as happening at the school. The children reported how they 'look out for each other'.

All boarders were invited to complete a questionnaire for this inspection. Junior pupils completed a more age appropriate questionnaire than the senior pupils' version.

84% of the senior boarders reported that they were 'never' or 'hardly ever' bullied.

In the survey for younger pupils, out of a total of 94 boarders, 46 felt that they were bullied 'a bit'. In trying to clarify this statement it seemed that this covered many aspects from playful name calling to pushing and shoving. At no time during the inspection did the inspector get the impression that bullying was a serious problem within the school.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

X

%

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

At the time of the inspection Cothill House had a child protection policy in place located within the staff handbook. The Headmaster provided the Inspectors with a copy of a draft revised policy for consideration. It was felt that this policy was well constructed and informative for staff members. The policy has a good reference guide for staff on how to act when receiving a disclosure of abuse entitled The Six R's; Receive, Reassure, React, Record, Remember and Relax.

The new policy needs to be further developed to include what action staff should take if they receive an allegation against the designated Child Protection Officer. There should also be reassurance to staff that any concern or allegation about school practices or the behaviour of colleagues, which are likely to put pupils at risk of abuse or other serious harm, will be listened to and no retribution or disciplinary action will be taken for 'whistleblowing' in good faith.

Training on this subject had recently occurred prior to the inspection for all staff and the Headmaster reported that the school had forged a good working relationship with the local Social Services Department. It is recommended that the designated Child Protection Officer undertakes training every 2 years as suggested by the DfES.

Cothill House produced a policy for missing pupils and the Inspectors agreed that it met the requirements of this standard.

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
<p>In the senior questionnaire 55% of pupils suggested that any punishments were given out fairly 'always' or 'almost always' and 36% considered that they were given out fairly 'on average'.</p> <p>The junior boarders' questionnaire showed that only 6 pupils felt that punishments were unfair and 33 felt they were fair. In the survey the places pupils least liked were; standing outside the staff room wall or waiting outside the Headmaster's office. The Inspectors observed boys facing the wall as a sanction and recommend that a more constructive sanction be imposed.</p> <p>The staff handbook has clear guidance on the management of behaviour, discipline and rewards. A points system is in place and this was popular amongst the boys who reported that it helped them in reaching their own targets in academic work and behaviour.</p> <p>In discussion with boarders they indicated that it was understood what sanctions would be applied to particular misbehaviours. These could include; a verbal reprimand, removal of freedom or privilege, a chore, or receiving a 'bad mark'. 'Good marks' are awarded and can accumulate towards badges that can result in a treat at the end of term.</p> <p>The school does not routinely use any form of restraint. One incident recently brought a staff member and a pupil into physical contact. The school is currently drafting a policy on the use of restraint / dealing with physical conflict. The headmaster keeps a log of all pupils subject to disciplinary procedures. The headmaster monitors the type, duration and frequency of pupils subject to this procedure.</p>		

Standard 5 (5.1 - 5.7)		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
<p>The Headmaster reported that he responds to any formal complaint received in writing. The school reported that it has good communication with parents and the majority of parents who wrote to the Lead Inspector supported this. This level of communication appears to avoid the need to pursue matters through the route of a formal complaints procedure.</p> <p>Boarders are provided with the telephone number of Childline for an external contact but neither pupils nor parents are provided with contact details for the Commission for Social Care Inspection that is able to receive any complaint concerning pupils' welfare.</p> <p>The complaints procedure has been produced for staff and parents to access. It is recommended that a child friendly procedure is available for boarders. During discussions with boarders they reported that they felt able to express any dis-satisfaction to the Headmaster or other staff.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3)		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The school's policy countering major risks to health is incorporated in the Personal, Social and Health Education (PSHE) programme. This is delivered in the classrooms as part of the curriculum and has been co-ordinated by a designated teacher who provides guidance, resources and reference material to assist tutors delivering this subject. The programme covers all significant issues in an age appropriate manner.</p> <p>The Inspectors recommend that all matrons and the Houseparents are made aware of the PSHE timetable in order that they will be aware of when certain topics have been raised that may lead to further questions later in the evening.</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
<p>Records seen by the Inspectors in relation to boarders' health and welfare needs were clear and relevant information had been appropriately disseminated amongst those staff that needed to know, records were observed to be stored securely.</p> <p>The school has produced a list of pupils who may have allergic reactions and this had been distributed to all staff.</p> <p>The Inspectors recommend that the school ensure that the admission details identifies the persons with parental responsibility for each boarder and details of any court orders affecting parental responsibility or the care of a boarder.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence	Standard met?	3
<p>The Headmaster was previously a House parent at Cothill House and therefore has a great understanding of the ethos of the school. He demonstrates a commitment in maintaining the high standards within boarding that have developed over the years and shows enthusiasm in taking boarding provision into the future with improved facilities and increased opportunities.</p> <p>The senior management team meet regularly to discuss medium and long-term objectives for the school as a whole. The Headmaster provides reports to the Board of Trustees and attends their meetings three times a year.</p>		

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence	Standard met?	3
<p>Cothill House was able to provide the Inspectors with examples of when it has responded well and satisfactorily managed crises affecting boarders' welfare. The SARS epidemic was considered within its crisis management procedures and the Inspectors were informed about the school's pro-active approach to planning for a range of possible disasters such as an outbreak of fire and the dangers of low flying aircraft.</p> <p>To gather the children to a point of safety in the event of an emergency a claxon was being considered to cover the whole school site. The Inspectors were assured that crisis management was regularly discussed amongst the senior management team.</p>		

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 main house accommodates boarders from the 1st, 3rd and 4th years but they are allocated to dormitories in their age groups. All 2nd year boarders stay in a bungalow situated across playing fields away from the main house. For a term in the 4th year boarders reside at the château in France. Fifth year boarders in their final year are accommodated off site and have their own recreational facilities.

The Inspectors thought the changing environments at different stages of the boarders' development were well thought out and welcomed by the boys. The Inspectors concluded that no boarding area had significantly poorer physical provision, facilities or standards of welfare than others.

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**

In questionnaires and discussion a significant number of boarders identified the number and range of activities available to them as a strength of the school. 78.3% of senior boarders indicated that the range of activities was 'very good' or 'good' and 12.4% indicated that the range was average, no boarder reported that the range of activities was 'poor'. Cothill House participates in many sporting fixtures with local schools and sports activities feature greatly with boarders' activities and free time.

In discussion with boarders they reported that there were lots of sports activities to do in addition to woodwork, art, pottery, chess, board games, pool, table football and watching DVDs. Cothill House has a nine hole golf course, an indoor swimming pool and the older boys at Chandlings Manor also have access to an indoor pool.

Boarders can participate in the many activities as part of the structured timetable and in their free time. There is good access to the internet on the main site (with appropriate safeguards in place) though the older boys expressed their disappointment that they do not have email access at 'Chandlings'. Boarders feel they have a say in the activities on offer and complete a questionnaire each term to secure their views. Cothill House has extensive grounds but no sports hall; this can make wet weather play difficult in the winter months.

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
<p>The boarders are very confident in expressing their views and feel they are listened to by the staff. They complete a questionnaire each term giving them the chance to express their views. The boarders informed the Inspectors that they felt their views were taken seriously.</p> <p>The Headmaster reported that several changes have been made to the menu as a result of listening to boarders' views.</p>		

Standard 13 (13.1 - 13.7)		
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>Older pupils may be selected for the role of a prefect in recognition for a demonstration of them being responsible, considerate and positive members of the school.</p> <p>The prefects informed the Inspectors that they felt the selection process was fair and they shared the written guidance on their duties that seemed clear and appropriate. The prefects described the induction process that they had undertaken and how they reported to a particular member of staff who gave them guidance and advice. They have no powers to issue any punishment, but are able to report significant incidents of misbehaviour or concern to staff. Prefects were aware that such a responsibility could be taken away from them if they misbehaved.</p>		

Standard 14 (14.1 - 14.6)

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

Key Findings and Evidence**Standard met?**

3

The results of the senior boarders' survey showed that there is a large range of adults within the school that boarders feel they could turn to with a personal problem, or to seek advice. This was confirmed during discussions with all boarders and is seen as a positive feature of the school.

The questionnaires indicated that in addition to parents and friends, the Headmaster, younger staff and matrons were identified as popular people for boarders to turn to. During discussions with boarders specific teachers in woodwork and learning support were identified as being very approachable when there may be a difficulty.

Small tutor groups provide good opportunities for boarders to develop good relationships with their tutors. Form tutors supervise academic and pastoral development and deliver the PSHE programme.

Cothill House does not have a nominated person outside of the school that boarders may contact directly about personal problems or concerns. The Inspectors felt that this was not necessary for this age group, particularly as the boarders had indicated that there were several adults whom they could talk to within the school.

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?

1

A nurse and a team of matrons deal with the health and medical care of boarders at Cothill House with support from a designated local GP who attends twice a week. Boarders and their parents are advised to arrange dental and optical services during holiday time though the school can arrange these in emergencies.

The nurse is qualified and occasionally works in a city hospital to maintain her registration with the Nursing and Midwifery Council. Matrons and other school staff are trained in first aid skills. The GP reported that there were good working relationships with his practice and the school and felt that appropriate advice was sought for the safety and wellbeing of the boarders. The GP and the nurse attend sporting fixtures to provide immediate support to any boarders injured.

The Inspectors were concerned that no one was monitoring the overall storage and/or administration of medication for all boarders. Each boarding house had its own system and it was evident that there were discrepancies. Medication in the bungalow was not stored securely and the Inspector discovered Paracetamol tablets that were not in their original container and 12 items from the medication cupboard were out of date. Medication requiring refrigeration was not secure in the bungalow or the main house. The surgery area in the main house does not provide well for privacy and it is recommended that this is considered in any future refurbishment plans.

The Inspectors noted that there was no policy on the storage and administration of medication and it is recommended that one is produced in line with guidance from the Royal Pharmaceutical Society, The Administration and Control of Medicines in Care Homes and Children's Services (June 2003). With such a policy in place there should be consistency across the different boarding houses. The Inspectors also recommend that the nurse periodically monitor the storage and records of medication in all boarding houses.

Records of medication, treatment and first aid given to boarders is written as a running record in a log book, appropriately signed and dated. The Inspectors recommend that individual record cards for boarders are introduced to improve the monitoring of administration and highlight any patterns or trends.

The health form designed for parents to complete before admission to Cothill House requires a minor amendment to include parental permission for school staff to administer first aid.

There are several recommendations for Cothill House to meet this standard, however the boarders reported to the Inspectors that they were well cared for when injured or feeling sick.

Standard 16 (16.1 - 16.3)

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

Key Findings and Evidence	Standard met?	2
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The Inspectors visited the sick bay that has its own bathroom. It is situated in the main house along a corridor from where the nurse and matrons are based. The Inspectors were concerned to establish that a sick child would need to get out of bed to summon assistance and it is strongly recommended that a call system is installed.

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
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The Inspectors saw good evidence to demonstrate that boarders with particular needs were identified and managed appropriately. The school is committed to the ethos of the school as stated in the prospectus; 'Our aim is to provide a happy and friendly environment within which each boy can find the opportunity to develop his talents and abilities.'

It became evident through talking with staff that when a problem is identified, key staff may meet with parents, pupil and external professionals (where appropriate) to develop and agree strategies on how to manage the issues. The notion of 'welfare plans' had been agreed verbally though not routinely put in writing. The Inspectors recommend that written welfare plans are produced for any boarder with significant emotional or behavioural difficulties, or who has special welfare needs. Boarding staff, matrons and the nurse confirmed that they knew the strategies to adopt for particular boys, as advised by the Headmaster following discussions with key people.

The Learning Support co-ordinator maintains a list of boarders who have specific needs and identifies how they are addressed. The Inspector was informed of the school's aim to develop a database for each pupil to record their needs in relation to academic, pastoral and learning support.

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

Cothill Educational Trust has an equality policy that states; 'The Trust is fully committed to upholding the principles of equal opportunities in employment and in the provision of its services.'

The majority of the boarders are of the Church of England religion but boys of other denominations and faiths are welcomed and provision can be made to attend their place of worship at weekends. Most boarders are of white British origin though Cothill House welcomes boarders from many cultural backgrounds and many of the boarders' families live outside of the UK.

The Inspectors were impressed with the inclusion policy, particularly with sporting fixtures where every boy had a turn at representing the school in a football team. Consideration is given to any boarder who may be perceived by their peer group as 'different' and the school support any such child to integrate and be accepted. Children with physical disabilities are welcomed at Cothill House though some boarding areas may pose difficulties if mobility is restricted.

The Inspectors were not informed of any examples of discrimination through questionnaire comments or boarders' discussion groups.

Standard 19 (19.1 - 19.6)		
Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>The availability for boarders to maintain contact with family and friends is good with access to email, post, fax and telephone. Boarders expressed their dis-satisfaction to the Inspectors about the lack of privacy when using the payphones in the main building and this was evident in the questionnaire responses. 65.3% of senior boarders reported that a telephone is available and they can use it without asking for permission but they are usually overheard. Several boarders also reported that they frequently have to queue to use the payphones and the Inspectors observed this to be true.</p> <p>The Headmaster acknowledged the lack of privacy and queues. Boarders can use other telephones throughout the school but need to ask members of staff for permission. The Inspectors recommend that telephone numbers of some appropriate helplines are posted next to the payphones.</p> <p>Pigeonholes for boarders are situated centrally in the main house and the boys were observed to check for and collect post during break times. The boarders reported that when they stay in France for a term they can contact parents by email, fax and post.</p> <p>Parents are welcomed to visit school, particularly for sports fixtures and other events. 8 out of the 9 letters from parents to the Inspectors reported that contact between them and the school was very good.</p>		

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
<p>Pocket money is not required in school; tuck shop, outings and other expenditure are recorded and charged to parents on an end of term account. Boarders are encouraged to have a tuck box to store personal possessions and sweets. The tuck boxes can be lockable and are kept in each boarders form room. Some boarders stated that they would like to have their tuck boxes nearer to their dormitories but generally they seemed resigned to the arrangements.</p> <p>It is recommended that some lockable storage is considered in the dormitory areas.</p>		

Standard 21 (21.1 - 21.3)**There is an appropriate process of induction and guidance for new boarders.****Key Findings and Evidence****Standard met?**

2

Boarders recalled their first day at Cothill House and informed the Inspectors that they were made to feel welcome and were looked after by the staff and older boys. Some boys recalled feeling homesick but reported how they were comforted and kept busy with activities to take their mind off missing their families at home.

The school has an induction programme for boarders and provides a 'buddy' system for boys who may join after the first year or mid-term. The Inspectors recommend that a boarders' handbook is produced to include routines, rules, activities etc. The notice board outside the surgery provides some good child centred information and it is suggested that this approach is extended into a written guide for all boarders.

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

Cothill House does not appoint any educational guardians.

Standard 23 (23.1 - 23.4)**The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.****Key Findings and Evidence****Standard met?**

3

As the Headmaster is also a Housemaster this gives him a great understanding as to what is happening daily within boarding practices. The Headmaster monitors major punishments, complaints and accidents whilst the Bursar monitors all risk assessments. The Headmaster demonstrated comprehensive action in dealing with complaints from staff and parents.

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**

In the questionnaire 31.9 % of senior boarders stated that the quality of the food provided was 'very good', 45.8% stated that it was 'good' and 19.4% stated it was 'average'. As is usual within boarding, the provision of food is an emotive issue and a cause for debate amongst pupils however, generally in discussion there was great satisfaction with the food on offer at Cothill House. The meals sampled by the Inspectors were satisfactory. The menus reflect a range of meals with a vegetarian option always available and special dietary needs catered for. Pupils and staff appreciate the range of home made cakes and puddings; fresh fruit is widely available.

The crockery, cutlery and dining areas were found to be clean and well maintained. Some crockery items at Chandlings Manor were in need of replacing and it was the boarders who pointed this out to the Inspectors. The environmental health officer reported to the Inspectors that there were no outstanding recommendations following the last Food Safety Act inspection. Boarders at the bungalow and Chandlings Manor have breakfast and supper in their boarding houses. All boarders take lunch and tea in the main dining area in two sittings.

The Head Chef updates her knowledge on food hygiene every three years concluding with a written exam. Kitchen staff are provided with information on any allergies or dietary requirements for particular boarders.

Staff are seated with boarders at lunch time and serve out the food. The Inspectors observed teatime to be a rushed noisy event and it was evident that staff do not sit with the boarders as at lunchtime. The Inspectors observed boarders leaving the tea table whilst still eating; it was felt this was due to their eagerness to start an activity rather than there being insufficient time allocated for tea. It is recommended that staff on duty at teatime monitor more closely the time boarders take to eat their meal. The boarders reported that tea was the least popular meal of the day with breakfast being the favourite.

Standard 25 (25.1 - 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

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

Drinking water is available in the boarding areas, at meal times and at designated places throughout the school. The boarders were satisfied with the facilities and did not raise the need to have access to snack making facilities. In addition to breakfast, lunch and tea; snacks are provided before bedtime e.g. sandwiches, fruit, crisps, biscuits, own tuck.

The Inspectors observed the boarders in the bungalow stand to have their supper as the tables were already set for breakfast. It is recommended that the boarders are permitted and encouraged to sit down for supper and that breakfast tables are laid later in the evening. The décor of the dining area in the bungalow could be enhanced.

Standard 26 (26.1 - 26.5)
Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence	Standard met?	2
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Boarders are made aware of the emergency evacuation and fire procedures. Regular fire drills take place during term time and are recorded. The inspectors had some concern regarding the fire signage and the fire exit routes from the main building. Some of the fire exits in the main building were out through windows onto a flat roof, other windows opened onto a sheer drop. The inspector was concerned as to the possibility for confusion and the school agreed to review these procedures with professionals involved in fire safety.

Many designated fire doors and dormitory doors were propped open and the Inspectors were concerned at this practice. Some routine testing of the fire detection systems in boarding areas needs to include the testing of every call point in turn.

The Bursar agreed to contact a fire safety consultant for a review of the current system. The school was due for a review in February and a report will be forwarded to the Inspectors.

Standard 27 (27.1 - 27.3)
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	9
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This standard does not apply to Cothill House as no onerous demands were raised with or observed by the Inspectors.

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
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Cothill House only accommodates its own pupils.

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
<p>Risk assessments are carried out for all activities undertaken outside of the school and for those provided by outside bodies. Reasonable measures are taken to minimise these risks. Where activities are supervised by instructors not employed by the school checks are made on the qualification and experience of the tutors, and also with the relevant professional bodies. References and testimonials are sought where relevant.</p> <p>Checks are made that all equipment used complies with the recommendations of the national governing body. Parental permission is obtained in advance for agreement to take part in these activities. The school arranges trips to activity centres throughout the year; checks are made to ensure that the centres comply with requirements under the Adventure Activities Licensing Centre.</p>		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	3
<p>The school is sited in a small village in a rural area of Oxfordshire in its own grounds. There are minimal local facilities within walking distance for the boarders and therefore pupils do not regularly leave the school site except to attend the village church. Newspapers are delivered daily and there is a bulletin board with current clippings on the wall on the way upstairs to the boarding areas in the main house.</p> <p>Access to television is limited. The use of IT and access to the internet provides information about events in the world outside the school. The library is a relatively new building and is stocked with various publications, games, puzzles, books and accommodates good IT facilities.</p> <p>The Headmaster has approached a local primary school to offer the use of Cothill's Learning Support Department in order to foster links with the local community.</p>		

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	3
<p>There is a clear duty rota involving gap students and matrons. The resident staff predominantly help with boarding duties, the boarders report that there are sufficient staff around at weekends. The Headmaster with his wife and family live in the main house and are very present around the building. Chandlings Manor has resident staff as does the bungalow. Arrangements are made for cover should the need arise due to emergencies or the Headmaster being away from school.</p> <p>Generally the Inspectors felt that there was a good ratio of staffing provided. The bungalow was identified as having potentially thin levels of staffing when resident staff were off duty and not replaced. It is recommended that this is reviewed.</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
<p>The staff handbook provides clear guidance on the procedures for; using school minibuses, arranging sports fixtures 'home and away' and trips out of school. For off site trips the procedure states that, 'It is anticipated that exploratory visits will be made to new or unknown venues. Such visits will be made by the Headmaster or his representative.'</p> <p>Risk assessments are undertaken on such exploratory visits and also for known venues. Staff are required to complete a risk assessment and a form about the proposed trip in order to get approval from the Bursar for the trip to go ahead. The proposal form has a useful checklist where the safety of the boarders is given a very high priority.</p> <p>The Inspectors concluded that off site trips have a good staff ratio, a strong commitment to safety issues and all the necessary medical information/equipment. Boarders reported that they felt safe and that trips were well organised. Gap students confirmed that they were not left alone in charge of a group of boarders.</p>		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are adequately supervised at night and clearly know how to contact an adult in the event of illness or an emergency.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>The distribution of job descriptions was variable and an area that the Headmaster was in the processing of addressing. Gap students reported that they had received a good induction covering guidance on child protection issues, fire safety and general boarding matters. Boarding staff spoke of their experiences of being given guidance and support when new to the job. It is recommended that a more formal induction programme is produced.</p> <p>The Headmaster reported that he was in the process of implementing a formal scheme of appraisal. Training opportunities in boarding practice were not very evident, the Inspectors were informed that general boarding school training events are often not specific enough for preparatory schools and therefore the Headmaster is considering working with similar schools to find opportunities for professional development. The Inspectors support this plan.</p>		

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

Key Findings and Evidence**Standard met?**

3

Each member of staff has a handbook that provides clear guidance and details of the school's boarding policies and practice. Daily meetings are held to raise any current matters and formal staff meetings are held four times a term.

The Trust's handbook details the disciplinary procedure that includes provision for precautionary suspension of staff where necessary pending investigation.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

4

Discussion with both pupils and adults in the course of the inspection suggested that generally relationships between boarders and staff were extremely good. This was borne out in the observation of interactions between the boys and staff.

Boarders told Inspectors that; 'there are nice teachers you can go to', 'matrons comfort you if you are upset' and 'boys are too busy to be homesick'. Boarders felt listened to and were given the confidence to talk with staff about concerns or issues that they may have.

In a questionnaire, one boarder described Cothill House, 'like a massive sleepover but with rules'.

Standard 37 (37.1 - 37.2)

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

Key Findings and Evidence**Standard met?**

3

There were no reports from boarders or observations by the Inspectors to suggest that staff supervision is unnecessarily intrusive.

Standard 38 (38.1 - 38.10)		
Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The recruitment records of several staff were examined at the inspection, they included a range of staff with different duties. All staff had clearance from the Criminal Records Bureau (CRB) or the equivalent prior to CRB in force.</p> <p>Recruitment records were not collated centrally and the Bursar was in the process of improving the systems used for recruiting staff. Not all the documents required to meet this standard were present and a particular omission was any verification of nursing staff being registered with the Nursing and Midwifery Council. It is strongly recommended that a recruitment checklist is devised in line with this National Minimum Standard.</p>		

Standard 39 (39.1 - 39.4)		
The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
<p>Any maintenance undertaken by school staff or external contractors takes place when boarders are in lessons or during the holidays; a member of school staff supervises visiting contractors.</p> <p>The local taxi firm has stated to the school that they have undertaken CRB checks on the drivers who provide a service to Cothill House.</p> <p>The school employed all adults living in boarding accommodation.</p>		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence	Standard met?	
		3

All areas of the boarding accommodation were seen during the inspection. Accommodation was observed to be very clean and tidy, the standard of decoration was variable but all boarding houses were considered satisfactory.

Furnishings in the boarding areas are suitable for their purpose and generally in a good condition.

Limited boarding accommodation would be suitable for any pupil with physical difficulties requiring the use of a wheelchair.

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?	
		2

Visitors are expected to report to reception and remain accompanied whilst on school site. The Inspectors raised matters with the Headmaster where security could be further improved and the Inspectors were assured that site security is regularly on the agenda of meetings with the Trust and with the senior management team.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>The beds were of a suitable size and of sound construction. Mattresses checked were clean and in good condition, bunk beds were appropriately in use. The bedding was reported to be clean and warm though some boys reported that they were often cold in certain parts of the older building. Some of the boarding accommodation, due to the rolling programme of refurbishment was superior to other areas in the main building.</p> <p>The boarders had personalised their space with posters, photographs and pictures. The boarders reported that with good reason they could change dormitories to avoid friendship difficulties.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Classrooms are used for evening prep at specific times within the daily routine. The older boys at Chandlings Manor and in the main house have provision to study in the boarding houses.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>The facilities are adequate in number but showers in the bungalow and some in the main house do not allow sufficient privacy for boarders. The junior boarders reported overwhelmingly in the questionnaire that they wanted 'curtains' or 'walls' to separate the 4 communal showers in the bungalow and older boarders also reported this having experienced the bungalow showers during their second year at Cothill House.</p> <p>There has been some improvement to some shower provision in the main house but others have yet to be refurbished and boarders report that some showers were very unpopular as they were so cold. The bathroom and toilet provision at Chandlings Manor is of a good standard.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Changing rooms with showers are provided for the boys and a large cloak/boot room.</p>		

Standard 46 (46.1 - 46.6)
Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence	Standard met?	3
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The school is extremely well provided with both indoor and outdoor areas. The school has several playing fields and on the day of the inspection all the pitches were in use with an inter-school rugby tournament. The school employs a grounds person whose main responsibility is to manage all external sports facilities. The school also has the benefit of a nine hole golf course which is very popular with boarders, a woodland area to play in and indoor swimming pools on the main site and at Chandlings Manor.

Indoor areas of school buildings can be accessed for activity; music, art, IT, the library, common room and a pool table. The hall is available for indoor activities but is not of sufficient size to accommodate the whole school.

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?	2
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All indoor and outdoor areas used by the boarders are regularly checked for health and safety issues. Boarding staff informed the Inspectors that there is a system to report any maintenance requirements and that generally they received a prompt response. The school has a clear health and safety policy.

During the tour of the boarding accommodation and the grounds the Inspectors observed some hazards listed as follows;

- The design and technology room was accessible to boarders when staff were not present.
- Some windows above ground floor were not restricted.
- Many fire doors were propped or hinged open.
- Main house fire exits were not clearly signed.
- Chemicals and cleaning fluids were not stored securely in the laundry.
- Poor lighting in the car park on main site.
- Poor signage for car drivers, no warning of school children in car park area.

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
Boarders who are ill can be cared for satisfactorily and separately from other boarders where necessary. When visiting the sick bay, the Inspectors thought that the room was very cold however; a pupil who was recovering from sickness reported that he was warm enough and comfortable.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The laundry arrangements were reported to be very efficient and the Inspectors did not receive any complaints about lost or damaged clothing. The Gap students deliver and collect the clothing and assist with making sure the articles are returned to the correct boarder.		

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
The school shop on site stocks stationery items and personal toiletries can be arranged if required.		

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
Cothill House does not arrange any lodgings.		

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence

Standard met?

3

The school arranges trips within the UK and Europe. Boarders spoken to about these experiences felt well supported and secure at all times with enough staff available to them.

Accommodation was reported to be suitable and checked out by staff prior to any visit.

Fourth Year boarders spend a term staying at the château in France. This property belongs to the Trust and the resident Houseparents are employed by the Trust. The Headmaster reported that the château has been subject to many inspections and regulations by the French authorities. The boarders spoke highly of their experiences living in France for a term and reported that they were well cared for and safety was always considered.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor Not Applicable **Signature** _____

Date _____

Lead Regulation Inspector Clare Davies **Signature** _____

Date _____

Regulation Inspector Andy McGuckin **Signature** _____

Date _____

Boarding Sector Professional Inspector Mark Robinson **Signature** _____

Date _____

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

We would welcome comments on the content of this report relating to the Inspection conducted on the 24th – 26th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"The School constantly seeks ways in which to better its practice. The process of inspection provides an ideal vehicle for review, update and advice. The School is particularly grateful to the inspection team for their professional approach and willingness to understand the aims and ethos of Cothill, thus helping to structure its approach and advice accordingly.

The School makes the following comments:

1. The School retains the view that the welfare of its pupils is of paramount importance.
2. The Child Protection Policy has been updated to comply with the standard.
3. Recruitment procedures have been refined to comply with the standard.
4. A complete review of the School's medical policies is underway to ensure conformity in all boarding houses.
5. The School has always had a very close relationship with the local Fire Service.
6. Appropriate security measures have been put in place in accordance with the recommendations.
7. The School may adopt some of the Advisory Recommendations.

Cothill House is delighted that the warm, busy family atmosphere was evident to the inspectors and that the team found the School "nurtures children and encourages development...where the children feel safe".

N R Brooks
Headmaster

11th May 2005

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

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

D.2

Status of the Head's Action Plan, in respect of recommended actions made, at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other:	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 Iofconfirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the 24th – 26th January 2005 and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____
Signature _____
Designation _____
Date _____

Or

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

Print Name _____
Signature _____
Designation _____
Date _____

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

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