



Making Social Care
Better for People

inspection report

Boarding School

Sherborne Preparatory School

Acreman Street

Sherborne

Dorset

DT9 3NY

28th February 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

Sherborne Preparatory School

Address

Acreman Street, Sherborne, Dorset, DT9 3NY

Tel No:

01935 812097

Fax No:

01935 813948

Email Address

sherborneprep@hotmail.com

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

David Pritchard, Chair of Governors

Name of Head

Mr Peter Tait

CSCI Classification

Boarding School

Type of school

Mixed Preparatory School

Date of last boarding welfare inspection

07/10/03

Date of Inspection Visit		28th February 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Sue Shaw	072721
Name of CSCI Inspector	2	Eileen Dunnachie (28.02.05)	
Name of CSCI Inspector	3	Christine Maine, Pharmacy inspector (09.02.05)	111459
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Carol Evans	
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		PETER TAIT, 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 (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 Sherborne Preparatory 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.

Sherborne Preparatory School is a co-educational preparatory school with boarding for pupils aged seven to thirteen years.

At the time of the inspection the school had 50 full time/weekly boarders and 139 day pupils. In addition there were 8 flexi boarders who board on an occasional basis.

The school is set in twelve acres of attractive grounds and gardens in the historic Abbey town of Sherborne. Boarders are divided into two houses with the boys in Acreman House, which is located the main school building, and the girls in Netherton House, which is sited adjacent to the main building in the grounds.

The school has a broad Christian ethos that is reflected in its everyday life, however, it welcomes pupils from many denominations and faiths.

The school has a Pre-Prep department, which admits children from the age of two and a half to seven and has its own fully equipped, purpose built classrooms.

The school enjoys a close association with its two neighbours, Sherborne School and Sherborne School for Girls.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Headmaster provides clear management and leadership in the practice and development of boarding.

The provision of pastoral care, which extends across the boarding and school environment.

The support provided to pupils through the learning support team.

The awareness of the need to maintain equality of opportunity for all pupils in the school.

The induction of the new boarders to the school.

The development of a Peer Support Programme.

A team of enthusiastic house staff committed to improving the standard of boarding.

The on-going development of boarding accommodation and facilities.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Monitor and develop the 'No Blame Approach' within the anti-bullying policy to address incidents where bullying continues to take place despite initial action being taken.

Consider the development of a Boarders' Council to provide a formal opportunity for issues specific to boarding to be discussed and developed.

Improve the storage arrangements for medication.

Improve the quality and choice of food available at mealtimes.

Introduce an appraisal system for boarding staff.

Improve the arrangements in the sick bay for privacy for boarders who are ill.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first full inspection by the Commission for Social Care Inspection under the National Minimum Standards for Boarding Schools. The inspection team included a Boarding Sector Professional Inspector and a Pharmacist Inspector, who inspected the medical/health provision of the school prior to the full inspection.

This inspection serves as an audit against the standards and which has identified developments needed to meet these standards.

The school met the standard in all but six areas and exceeded the standards in two areas. This is a well-deserved achievement, which evidences the work undertaken by the school in preparation for the introduction of national minimum standards for boarding, and confirms that the outcomes for boarders are generally good.

Within the ethos of the school is the belief that by teaching pupils a code of values and encouraging them to learn and exercise self-discipline in their everyday lives, they are preparing them not just for the immediate future, but for life. There is an emphasis on making boarding fun and enjoyable, within a happy and caring family atmosphere and Inspectors observed examples of trusting and respectful relationships between staff and boarders throughout the inspection.

There was a disappointing return to the 'Parents Questionnaire' carried out prior to the inspection with only one response received, however, this was generally positive, as was the general feed-back from the boarders who completed the 'Pupil Questionnaire'. Parent comments and a whole school analysis of the pupil questionnaire were shared with the Headmaster during the feedback session.

The majority of boarders considered that they could talk to an adult if they were worried about something and were able to name a variety of staff they would/could approach.

The school demonstrated a commitment to the provision of proactive pastoral care with an enthusiastic staff team anxious to raise and maintain standards within their specific settings. The school is well led by the Headmaster and a Senior Management Team who have developed effective pastoral systems, which are underpinned by effective systems of communication and ensure support structures are available for all pupils.

Aspects of the girls' boarding accommodation and the provision for sick pupils are in need of improvement, however, it is recognised that some of these issues have been identified in the school development plan, and will be addressed following completion of a new teaching block which is currently being built and will free up additional space in the girls' house. In addition various policies and procedures, identified within the main text, need to be amended in order to fully meet the standards.

Overall, Sherborne Preparatory School presents as a very well organised school that provides a positive boarding experience for its pupils.

This inspection found that the school has been successful in meeting many of the national minimum standards and the inspectors are confident that those areas identified in this report as requiring additional attention will be addressed promptly.

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	BS15	The security of medicines' storage must be improved and other potentially dangerous substances must be stored safely.	3 rd June 2005
2	BS24	The school must address the requirements made by the Environmental Health Officer within the stated timescales.	1 st July 2005
3	BS38	The school must ensure that all CRB applications state that the job involves working with children, in order to ensure that a POCA check is undertaken.	3 rd June 2005

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	The statement on the use of restraint should make explicit those methods of restraint which are not permitted.
2	BS12	It is recommended that the school consider the development of a Boarders' Council.
3	BS14	It is recommended that the role of the independent visitors be promoted at the start of every term in order that all boarders retain an awareness of their role.
4	BS15	The school should expand the questionnaire sent to parents to include permission to administer first aid and to seek medical, dental or optical treatment if required.
5	BS15	There should be a written protocol for giving 'non-prescription' household remedies to boarders including doses for different ages, where appropriate, directions and any contraindications. If staff give other non-prescription medicines at the parent's request they should have clear written directions and permission for this.
6	BS15	The school should keep records of medicines received and returned or sent for disposal to provide an audit trail.
7	BS19	The school should consider the re-siting of the telephone during the planning of improvements to the girls' accommodation.
8	BS20	Each boarder should have a secure and accessible place to keep personal possessions and valuables.
9	BS20	It is recommended that all boarders sign a record when pocket money is distributed.
10	BS24	It is recommended that the catering review considers the areas identified in this report in relation to catering provision.
11	BS27	Boarders identified as experiencing difficulties due to performance or practice programmes should be supported in managing timetables etc.
12	BS31	The school should review the staffing arrangements for the supervision of boarders at weekends to ensure that there are sufficient in number to meet the needs of the boarders.

13	BS34	The school should ensure there is a process for the review of performance of staff in relation to their boarding duties.
14	BS35	The school's disciplinary procedure should include provision for guidance and support to staff during suspension or investigation while allegations are being investigated.
15	BS39	There should be a written agreement between the school and any adult not employed by the school but living within the boarding houses.
16	BS46	Consideration should be given to the provision of additional common room space to provide for separation of age groups and activities.
17	BS48	It is recommended that the school consider ways in which the sick bay could provide greater privacy for boarders who are ill in bed, or are seeing the Matron when the room is occupied.

*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	NO
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)	YES

Date of Inspection	28/02/05
Time of Inspection	10:00
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 FROM

7

 TO

13

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

Boys	35
Girls	15
Total	50
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)
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"0" in the "Standard met" box denotes standard not assessed on this occasion.

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"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>A suitable statement, which reflects the school's boarding principles and practice, is available to parents, boarders and staff and can be found in the 'Prospectus' and the Staff Boarding Manual.</p> <p>The statement is available to current and prospective parents and boarders and covers the aims, ethos, philosophy and organisation of the school. Information can also be found about the admission criteria, available facilities, pastoral care and support services provided to pupils, and the religious and cultural aspects of the school.</p> <p>The relevant policies and practices of the school in regard to boarding are located in the Staff Boarding Manual. A further Staff Manual is available for all other staff, which also includes any relevant guidelines and policies concerning pastoral care.</p> <p>These documents were last reviewed in September 2004 and will be regularly reviewed and updated as appropriate.</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
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The school has a policy on countering bullying, which is contained in the school’s Boarding and Staff Manuals. This provides a definition of bullying, the rationale of the policy and action to be taken. The Boarders’ Handbook includes a section on bullying and advises pupils who they can talk to if they are being bullied. In addition a leaflet is available around the school and houses, which expands on this.

Boarders and staff confirmed they were aware of the policy.

The school’s procedures identify that the ‘No blame Approach’ will be used to try and get both parties together to sort out the problem. A sample of records seen confirmed that pupils received appropriate support and guidance with ongoing monitoring/follow-up of issues as necessary.

Bullying is included as part of the PSHE programme and can also be discussed within tutor groups as appropriate.

All boarders spoken with were aware that the school does not tolerate bullying.

Bullying was not perceived to be a major problem within the school by boarders generally. However, a minority of boarders reported that they continued to be bullied by a specific individual despite it having been reported and addressed through the ‘No Blame Approach’. Specific information regarding this was passed on to the Headmaster during the feedback process.

Boarders confirmed that there were no ‘initiation ceremonies’ at the school.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	95	%
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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

The school has a comprehensive policy on Child Protection, which is in line with the Local Area Child Protection Procedures. The policy is available in the Boarding and Staff Manuals and has also been supplied to ancillary staff.

The Director of Boarding as the school's 'designated child protection officer' attended a two-day Recognition of Signs and Symptoms Child Protection Course in November 2002. An INSET on child protection for staff was held at the beginning of term.

All staff spoken to, including GAP students and ancillary staff had been provided with appropriate information and had an awareness of what action they should take in response to a child protection concern. All staff were aware of who the designated child protection officer was.

Inspectors were advised that the school has written a 'Missing Person' Procedure, which is located in the Boarding Manual.

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 has appropriate policies and practice on behaviour, discipline and the use of sanctions and rewards, which can be found in the Staff and Boarding Manuals.

There is a simple set of guidelines ('The Rules of the School'), which set out the principles of behaviour expected by the school.

The school operates a merit system, which encourages academic achievement, good behaviour and helpfulness. A weekly 'Traffic Light' system is used to discourage poor behaviour with two warnings followed by a detention. Automatic detentions can be given for serious offences and parents informed.

The boarding houses do not have specific rules; however, expect boarders to act in accordance with the school rules and to show respect to each other.

The pupil questionnaire noted that 10.0% of boarders considered that the punishments are used fairly with 55.0% saying it varies. In pupil discussion groups, boarders commented that they felt the school rules were generally fair and that the punishments given were appropriate.

Punishments appeared to inspectors to be fair in the main and no unacceptable punishments were reported.

The Deputy Head oversees and monitors major punishments.

A statement has been written on the use of physical restraint; however, a recommendation is made for this to make more explicit those methods of restraint which are not permitted.

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 complaints procedure for parents, which follows a three stage system, with appropriate timescales. These include informal resolution, formal resolution and a panel hearing involving members appointed by the Chair of Governors. The procedure informs parents how they can contact the Commission regarding a complaint or concern.</p> <p>Pupils are advised on how they can make a complaint, in the pupil complaints procedures. These procedures allow for pupils to approach a number of people within the school, which also includes parents, the Independent Listeners, Childline and CSCI.</p> <p>The Headmaster maintains a written record of serious complaints and any subsequent correspondence.</p> <p>Boarders reported that in general they feel able to raise issues with a variety of staff and that they are usually resolved. Inspectors did not hear of any incidents of boarders being penalised for making complaints.</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 has appropriate policies and procedures for promoting pupils' health and well being, which are documented in the Boarding Manual.</p> <p>The policies are underpinned by a Personal and Social Health Education programme, which is delivered in timetabled lessons across the year groups and which develops as pupils progress through the school. The programme includes material and guidance on substance misuse, puberty, bullying, environment, study skills and managing stress. Workshops and external speakers further support PSHE. Sex education is taught as part of the science syllabus generally, and also by the school Doctor for year 8 pupils.</p> <p>Parents have the right to withdraw their children from any, or all, of the school's PSHE programme.</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

Health/pastoral records are maintained in the sick bay, in boarding houses and in pupil records as appropriate. These include individual records for boarders containing any relevant information concerning significant health and welfare needs and issues.

House staff are provided with any relevant information provided by parents concerning boarders' health and welfare. This includes major allergies, adverse reactions to medication and significant medical conditions. Welfare records sampled during the inspection held details of parental responsibility, contact details and any other emergency contact arrangements.

Inspectors heard of examples where confidentiality of personal information about boarders is protected.

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

There were clear lines of accountability, management and leadership evident in the school. The Headmaster, supported by the Governing body provides clear leadership, and is in turn supported by a Senior Management Team who together drive the development of pastoral care in the school.

The Headmaster provides termly reports for the Governors' meetings, which include updates on pastoral issues in the school. Regular contact is maintained with the Chair of Governors and the school's Development Plan details plans for the development of boarding. One of the Governors has been identified to oversee and become involved in the development of boarding in the school.

Members of Governing bodies who undertake visits to the school to monitor welfare provision require a standard CRB check, unless they have direct unsupervised access to children, in which case they require an enhanced check.

The Director of Boarding has been responsible for driving the development of boarding practice in the school and clearly substantial improvements have been made.

Boarding staff confirmed that training in the management and practice of boarding is encouraged. However, time constraints would make it difficult to access anything comprehensive.

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>Inspectors were advised that the Bursar has written a 'Critical Incident Plan for the management of crises affecting the boarders' welfare. The next stage of the process is to develop checklists for staff to follow in the event of a major incident or crisis. This should include procedures for a whole school evacuation, temporary closure of the school, building/equipment emergencies, reporting intruders and dealing with the media. The plan should be reviewed annually to ensure it remains appropriate and up to date.</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
<p>The organisation of boarding operates as satisfactorily as possible given the layout of the current boarding/school accommodation. Sleeping areas and toilet and bathroom provision are reasonably separated for boarders of different ages and gender.</p> <p>Building work on a new classroom and art block had just started at the time of the inspection and the effects of this will be to provide some much needed additional space in the girls' house and also the main school. Following a full review of the girls' house significant improvements are scheduled to be made to showers and changing provision.</p> <p>Development should also be possible to allow for greater common room space, quiet areas and IT facilities in the girls' house.</p>		

Standard 11 (11.1 - 11.6) There should be an appropriate range and choice of activities for boarders outside teaching time.		
Key Findings and Evidence	Standard met?	3
<p>The school has a varied range of activities available to the boarders, which take place during the evening and at weekends. Inspectors observed tennis, use of the sports hall, computer games and hide and seek taking place during evening activities. Other activities available include swimming, other sport orientated pursuits, board games, music and dance and a film club. Access to the TV is permitted during the evenings and at the weekend.</p> <p>Most boarders felt that they had enough free time, however, they were not keen on the recent introduction of set activities on Wednesday and Saturday.</p> <p>A programme of trips and activities are available on Sundays, which include visits to local attractions and occasionally the cinema etc.</p> <p>Inspectors were informed that suitable systems are in place to prevent internet access to inappropriate material.</p>		

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

Boarders confirmed that they have opportunities to contribute views to the operation of boarding provision. These include the opportunity to complete suggestions slips and the food committee. Girls in Netherton also said that they have regular meetings in the house and they are encouraged to express their views.

A School Council has been established which includes representatives from each form and meets monthly. It is encouraged to express suggestions in terms of the school environment and daily activities and is not seen as a forum for discussion of boarding issues.

Some boarders felt that it would be a good idea to have a Boarders' Council or House Meetings to enable them to have a formal opportunity to express their views and receive feedback on specific aspects of boarding provision.

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

The School operates a Prefects' system led by a head girl and boy within the school. This system operates with a head girl and boy appointed for each term with the rationale that this shares the load and responsibility of leadership and enables six pupils to gain the experience of heading a team and representing the school. They are chosen by the Headmaster on the recommendation of staff and on the basis of their suitability for the role. Ex-head prefects are expected to act as advisers to their successors. Approximately five – eight prefects are nominated and agreed at the end of the Summer term. Other pupils showing potential can be chosen the following term.

The Deputy Head has responsibility for the prefect group and provides them with induction, support and training. Prefects are supplied with a job description, which outlines the objectives, key tasks and a checklist of responsibilities, and weekly meetings are held to discuss any issues etc.

Prefects are not allowed to discipline other pupils. They are asked to be aware of situations, which may affect pupil welfare, and to report any concerns to the staff.

In the boys' house Dormitory Heads are appointed from Year 8 boarders with specific responsibilities within the dorm.

Other pupils in Year 8 are seen as leaders in the boarding houses and are expected to set a good example at all times, however, they have no specific responsibility in the houses.

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 boarders' questionnaire identified that the majority of boarders felt they could talk to an adult if they were worried about something. During pupil discussion groups, form tutors, the Housemistress, Matrons, Gaps and the Director of Boarding were particularly identified as staff boarders would approach if they had a worry or concern.

All pupils have an allocated tutor, for Years 3 - 6 this is the form teacher, whilst in Years 7 and 8 they are allocated a member of the general teaching staff who has a group of approximately eight tutees. Tutors meet formally with their tutor group on a fortnightly basis to support and monitor their academic, physical and social development.

The school has three independent visitors whose telephone numbers and photographs are available to the boarders. Information about the independent visitors is located in the Boarders' Handbook, Pupil Complaints Procedures and on notice boards around the boarding houses. Their role is promoted in assembly early in the Autumn Term. All independent visitors have been CRB checked.

Younger boarders during the pupil discussion groups were less aware of the independent visitors and their role in 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?

2

The school has a sick bay with 3 beds for boarders who are ill combined with an office / consulting room. The school recognises that the current facilities need improvement.

There is one Senior Resident Matron in the boys' house, two Matrons who work part time and a resident Housemistress in the girls' house. They provide 24-hour cover for boarders who are ill.

There is a doctor's surgery at the school once a week in the sick bay. At other times the Matron makes an appointment for the GP to visit. Boarders can see the doctor in private, if they wish, and there is a female doctor available at the practice. Matron also makes appointments for boarders with asthma to see the nurse at the surgery.

Boarders usually access dental and optical services in the holidays but, in an emergency, local arrangements can be made following contact with the parents.

The Senior Matron has done a 4-day first aid course and she said the other Matrons had done the course organised by the school. Accidents are recorded on accident forms and a copy is sent to the Bursar.

Prescribed medicines, labelled for individual boarders, and household medicines were

stored in locked cupboards but the storage arrangements need improvement as discussed. The refrigerator for medicines, which contained some naturopathic preparations, was not lockable and this must be addressed. Prescribed medicines were labelled for individual boarders.

The school keeps some household remedies and is in the process of asking parents' permission to give these. The girls' Housemistress informs Matron if she gives any medicines at night and vice versa. There was no written protocol for administering non-prescribed medicines and one should be prepared, including the symptoms or conditions medicines can be used for, the dose for different ages where appropriate or directions for use, any contraindications or special precautions. Matron should seek the GP's advice and agreement to the list. The Matrons give some household medicines at parents' request and it is recommended that the school obtain clear directions for giving these medicines.

The Matron had a list of pupils with particular medical conditions or allergies and she said that a copy of this is available in the staff room and the school office.

The inspector saw records in the daybook of visits to the health centre and treatment or first aid given, including non-prescribed household medicines. Medicines that were given regularly were recorded on a weekly chart but the details of some vitamin preparations were not clearly recorded and should be improved. There were no records of medicines received to provide an audit trail.

Parents are sent a medical questionnaire when boarders start at the school and the consent forms needs expanding to include administration of first aid and seeking medical, dental or optical treatment if required.

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

Matron told the inspector that parents often collect boarders who are ill. Otherwise, they are looked after in the sick bay. One of the Matrons is available 24 hours a day and there is a walkie-talkie for pupils to call someone if necessary.

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?	4
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Pastoral care was observed as a strength of the school. Observation of staff discussions and records seen, presented a comprehensive picture/record of boarders who are experiencing specific difficulties, and evidenced appropriate monitoring and action taken in regard to specific issues. The Pastoral Care Committee provides a regular opportunity for key staff to be involved in discussion and monitoring of pupils requiring additional support. All staff are made aware of pupils with particular needs and are able to contribute additional information through regular dialogue/recording across the school as appropriate.

Boarders' health and personal problems are identified and managed appropriately. Comprehensive records are maintained where there are incidents or issues, which require ongoing attention and support. Information can be recorded on the individual pupil file and for more serious incidents/concerns a confidential computer record is made. Inspectors saw written evidence where support had been provided to boarders experiencing emotional and behavioural difficulties.

Boarders with medical problems have been identified to staff as appropriate, and staff have been provided with information and guidance as necessary.

Individual Education Plans are in place for those pupils who are receiving additional support from the Learning Support Team and there is close communication with boarding staff and tutors as appropriate. IEP's are evaluated and updated on a termly basis. The LST have links with external professional services as necessary i.e. Educational Psychologist, Occupational Therapist and Speech Therapist. The LST is providing additional support to approximately 40 pupils. This is a growing resource, which is constrained by the size of the accommodation available. This should, however, be resolved when the new classroom block is finished and the unit moves into improved accommodation.

Pupils who experience homesickness are generally supported in house, however, where issues are not easily resolved, the school Chaplain may become involved to provide additional 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?	4
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The school's Principles and Aims of Boarding state there will be 'equal opportunity given to all, regardless of ethnicity, culture, gender or disability'. Staff spoken to during the inspection showed a general awareness of the need to be sensitive to the different needs of boarders. There appeared to be, however, a lack of knowledge regarding any specific cultural background boarders may have.

The school has an awareness of the need to maintain equality of opportunity and issues relating to anti-discriminatory practice within the school and specifically boarding, and aims in the future to move from the current 60:40 to a 50:50 split between boys and girls. They are developing more activities for girls to participate in and are currently writing a policy on sexism.

Boarders from different cultures were observed fully integrating with other boarders and support is available to pupils for whom English is not their first language through the Learning Support Unit.

Inspectors saw evidence of staff discussion and action taken in situations where pupils were experiencing problems 'fitting in'.

The school has a broad Christian ethos, however, it welcomes pupils from many denominations and faiths. Inspectors were informed that appropriate provision is made for boarders with special dietary or religious observance requirements, such as Ramadan.

Standard 19 (19.1 - 19.6)
Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence	Standard met?	3
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Both boarding houses have telephones for boarders to access, however, the phone in the girls' house currently provides little privacy due to its location. Some of the boarders have their own mobile phones, which are held by the Housemaster/Housemistress for safe keeping. Pupils are allowed access to them at agreed times in the evening and at weekends. Boarders are also able to maintain contact with parents through e-mail and letter.

The school encourages contact from parents, which is usually managed through the house staff and tutors and pastoral records showed evidence of staff contacting parents about significant welfare concerns.

Boarders confirmed that they had been provided with appropriate telephone numbers for contacting the independent visitors and Childline in the event they were worried or concerned about anything. Notices were also available on notice boards around the houses.

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>Boarders bring in their own lockable tuck boxes to keep in their dormitories for the safe keeping of personal possessions. There is a facility for padlocking the new lockers in the changing rooms, but this is not current practice, although could be made available if needed or requested.</p> <p>Pocket money is handed in to the Housemaster/Housemistress and boarders take out £2-3 at weekends. Appropriate records are maintained, however, the girls currently sign for any monies taken out but the boys do not. The Housemaster/Housemistress can also make arrangements for the care of other possessions, however, it is recommended that boarders do not bring anything of particular value to the school.</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?	3
<p>New boarders are invited to tea with the boarding staff before the other boarders arrive. Written information is provided about boarding routines and rules within the Boarders' handbook.</p> <p>New boarders are allocated a 'buddy' who looks after them through their first few weeks at school and helps them become familiar with the school and daily routines. Dorm Heads also have responsibilities to help new boarders settle in and advise them on the routines etc. A Peer Support Programme is also in place which involves young people offering supervised support to other young people to help them think through and reflect on concerns, which they may be experiencing. Peer supporters can also help younger or new pupils make the transition to a new school.</p>		

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

Standard 23 (23.1 - 23.4)

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

Key Findings and Evidence

Standard met?

3

The Headmaster retains overall responsibility for the oversight of school records, however, general day-to-day administration is delegated to members of the Senior Management Team who report issues to the Headmaster as appropriate via regular meetings.

Major punishments are, in the first instance, overseen by the Deputy Head on a regular basis. Records of these punishments are recorded and retained by the Deputy Head.

Serious complaints are recorded, investigated and monitored by the Headmaster.

The Bursar oversees accidents and risk assessments and reports to the Headmaster and Governors.

Standard 24 (24.1 - 24.8)

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

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

Inspectors ate breakfast, lunch and supper during the course of the inspection. Whilst most meals provided were adequate in quality, the supper meal on one evening during the inspection was considered to be poor. A main dish, a vegetarian alternative and a salad table are available at lunchtime, however, the choice available to the pupils was minimal and boarders in pupil groups commented that the salad bar should provide a wider selection and often runs out, as it is a popular choice for pupils who don't like the main meal on offer that day. Alternative meals are prepared as required for pupils with special dietary, medical or religious needs and kitchen staff are made aware of pupils with allergies.

The pupil survey recorded that 65% of the boarders rated the food as bad, with only 5% commenting that it was good. Boarders in all pupil groups re-enforced this view and commented that they thought the food should be improved.

The dining room is shared with the Pre-prep and sessions are staggered to allow for sufficient space/time for the numbers involved and for each group to finish their meals properly. Mealtimes were reported as being quite hectic due to the limited serving space available.

The Bursar confirmed to inspectors that a catering review was currently being undertaken. Inspectors recommend that it consider the areas identified in this report.

Kitchen staff confirmed that those staff involved in preparing food have recently been provided with 'Food Hygiene' training and that certificates are to follow.

The Environmental Health Service inspected the school following this inspection on 4th March 2005. The report of that visit identified 5 legal requirements to be remedied within set timescales and 3 recommendations, which should be completed by their next scheduled inspection.

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 houses and from water fountains around the school.

Snacks are provided at break times during the morning and afternoon and toast and biscuits are supplied during the evening prior to bedtime. Pupils can also purchase sweets/tuck at weekends.

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
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The school fire procedure includes the actions to be taken in the event of a fire and staff responsibilities. All boarders and staff spoken to were aware of the emergency evacuation procedures.

The Bursar as school fire officer confirmed that fire drills are undertaken on a termly basis during 'boarding time' and include a night evacuation over the course of the year, and the emergency lighting, fire alarm system and appliances are systematically tested to British Standards.

Dorset Fire and Rescue Service carried out an inspection of the school in October 2004 at which time a number of unsatisfactory matters were noted. The Bursar confirmed that the matters identified have now been addressed.

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
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There was no evidence to suggest that any unusual or onerous demands are placed on boarders. It is recognised that school life is busy and pupils are keen to participate in the many opportunities available to them and the tutors are responsible for monitoring the pupils' overall workload.

A minority of boarders involved with the Orchestra commented that they had difficulty keeping up with the work as this takes place at the same time as prep. They described having to get up very early on occasions to catch up with work.

Boarders presented mixed views regarding the amount of free time available. More structured activities have recently been introduced and some pupils complained that this had reduced their free time, however, others felt that this was preferable for them.

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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Not applicable.

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
<p>The school have a risk assessment policy, which includes all the detail required in a risk assessment for off-site school trips.</p> <p>The Bursar is responsible for the overview of high risk activities and risk assessments and ensures that the necessary paperwork required for risk assessments and the arrangements and implementation of pre-visit safety checks and other aspects of safety management are completed.</p> <p>For trips designated as high risk and for residential trips staff will check out the venue where possible, including the activities on offer and the accommodation. Checks are also done to ensure that instructors hold the relevant qualifications and centres are appropriately licensed and have completed their own in-house risk assessments.</p> <p>The Bursar confirmed that written parental permission is obtained in advance for all trips.</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>Boarders are not allowed to leave the school site unless accompanied by staff.</p> <p>Newspapers are delivered daily and placed in the library and boarders have access to the TV at specific times.</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?**

2

Each boarding house has a suitable number of staff to meet the needs of the boarders.

In the two houses there are between two and four members of staff sleeping in the house at night according to the number of boarders. In addition to the housemaster and Housemistress there is a resident Matron and three Gap students who live on the premises.

A Matron is available in the boys' house during the day with specific times when she is accessible to pupils if necessary.

Duty rosters are displayed in the house, identifying which staff are on duty and boarders confirmed that there were plenty of staff around in the house during the evenings.

Academic staff undertake duties during the school day to ensure pupils are supervised during breaks and prep time until 6.30pm when the boarding staff take over. They also take responsibility for Sunday duties when the Gap students have a day off.

Weekend afternoons were identified as being the time when staffing levels are at their 'thinnest'. It was reported that there is little choice of activity available for boarders and they all have to 'do the same thing'.

Other members of staff living on the school campus could be available in the event of an emergency.

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

All organised trips away from the school site are staffed in accordance with or above DfES guidance and staff running trips must follow the school policies for trips and outings and receive approval for the activity.

Written policies are available for the safety and supervision of boarders during journeys, which cover the use of school transport and school use of public transport.

Gap students work in the school and the boarding houses under appropriate supervision.

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>Each house has a Housemaster/Housemistress and either the Resident Matron or a Gap student (and in the case of the boys' house both) sleeping in the house at night who are accessible to boarders if required.</p> <p>All boarders spoken with considered that the arrangements for contacting staff at night were satisfactory.</p> <p>Staff know which boarders are sleeping in the boarding houses each night through the completion of house registers.</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?	3
<p>Inspectors saw job descriptions for all staff with boarding duties, which clearly state the person to whom they are accountable.</p> <p>Ancillary staff confirmed that there were clear arrangements for their line management and supervision and all felt that there were good working relationships within the school.</p> <p>An induction procedure, which includes guidance on child protection, is in place for boarding staff, which is overseen by the Director of Boarding and supported by the Resident Matron.</p> <p>Inspectors were informed that there is currently no formal appraisal system for boarding staff. The school is developing a school wide policy of appraisal to cover all areas of school life including pastoral areas, which will evaluate the performance of staff as defined by job descriptions.</p> <p>Inspectors were told that opportunities are available for boarding staff to receive training on issues concerning boarding practice. These are difficult to access due to the time constraints inherent to the role. The Headmaster recognises that the school could improve in this area by providing greater access to training for staff through internal training or BSA courses, to ensure staff are more aware of boarding needs and practice.</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

The school has an up to date Staff Manual for staff reference. This is supplemented by the Staff Boarding Manual, which provides more specific guidance on the school's boarding policies and practice. These include policies on child protection, anti-bullying, sanctions, the tutor and prefect systems, responding to boarders' problems, the handling of complaints by boarders and parents and the organisation of boarding houses.

The school has a staff disciplinary procedure, which includes provision for precautionary suspension of staff where necessary. It does not currently include provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

3

During the inspection the inspectors observed a pleasant, happy atmosphere around the boarding houses and witnessed sound boarder/ staff relationships. During the evening boarders joined in enthusiastically with the activities on offer and the evening routines were carried out in a relaxed but structured manner.

The philosophy of the school places an emphasis on making boarding fun and enjoyable within a happy and caring family atmosphere, within which each child develops a responsible and caring attitude towards others. This was evident on the evening of the inspection, with a prevailing atmosphere of fun, and throughout the inspection during discussion with pupil groups. The pupils and staff were generally happy and inspectors were impressed with the confident, courteous manner in which the boarders conducted themselves throughout the inspection.

The 'Pupil Questionnaire' carried out prior to the inspection showed that the majority of boarders considered they could talk to an adult if they were worried about something.

The majority of boarders spoken to across the school felt, in general, that staff cared for them and looked after them well. Some concerns were expressed by boarders regarding specific issues and these were brought to the attention of the headmaster and discussed in full. Inspectors are satisfied that appropriate action has or will be taken regarding these issues.

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Inspectors observed that the supervision of boarders was carried out sensitively and in a non-intrusive way. No reports were received from boarders where privacy had been unnecessarily invaded.		

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>All staff employed by the school undertake an enhanced level Criminal Records Bureau check prior to commencing their employment.</p> <p>Teaching/boarding staff files contain a checklist, which cross references to the requirements of this Standard (38.2). Inspectors observed evidence held on the files of recently appointed staff of the appropriate checks having been completed prior to appointment, including check of identity, written references and direct contact with referees. Not all files contained evidence of a record of interviews or relevant qualifications. One file contained a CRB check (from September 2004), which had not had a POCA check undertaken.</p> <p>Recruitment of overseas GAP staff follows the requirements of the Standard where possible. GAP students provide a police check certificate from their home country and a CRB is completed when they take up residence in this country.</p> <p>Ancillary staff are recruited through the Bursary. These records were not reviewed during this inspection, however, the Bursar confirmed that CRB's are completed at the appropriate level. There is ongoing discussion regarding centralising the recruitment process for all staff.</p> <p>The school confirmed that the taxi company used by them have had their drivers checked through the CRB.</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

Records evidenced that staff do not commence employment until after the receipt of a satisfactory CRB check.

Adults visiting boarding accommodation are required to sign in and are provided with a visitor's badge.

There was no evidence found of any written agreement between the school and any adult not employed by the school but living in the same building as the boarding accommodation. The agreement should specify the terms of their accommodation, guidance on contact with children and all other elements stated under Standard 39.4.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The boarding accommodation is appropriately lit, heated, ventilated and suitably furnished and good standards of cleanliness and decoration were observed in the main.

Furnishing of the house is considered suitable to the needs and ages of boarders and was generally seen to be comfortable and in a satisfactory condition.

Staff confirmed that breakages and maintenance issues are dealt with on a priority system.

All boarders spoken to were generally happy with the facilities provided in house. Some minor maintenance issues were mentioned in pupil groups and these were passed on to the Headmaster at the verbal feedback.

Considerable improvements have been made to the boys' boarding house in the past two years. This has included redecoration and the installation of new cubicled showers, central heating and carpeting throughout the dormitory areas.

Some areas in the girls' boarding house are beginning to look tired and in need of refurbishment. A review of the house has recently been undertaken and the required work is to be prioritised. This should result in considerable improvements being made to the house.

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
<p>Boarding accommodation is reserved for the use of those boarders designated to it and is protected from access by the public by use of keypads on the main entrance doors and clear routines for locking up at night.</p> <p>Reasonable measures are in place to prevent unauthorised public access to the main school grounds. However, the school recognises the dangers of a location in the centre of the town and remains vigilant to security issues.</p> <p>Visitors must report in at reception and staff are advised to challenge strangers to the school.</p>		

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>Sleeping accommodation is considered to be suitably furnished and of sufficient size for the needs and ages of the boarders accommodated, with appropriate separation between age groups and from accommodation for adults.</p> <p>Boarders reported that beds are of sufficient size, are maintained in good condition and have adequate space around them. It was pointed out to the Headmaster that two beds in Peru dormitory were considered by inspectors to be very close to each other.</p> <p>All sleeping areas are carpeted and provide adequate storage space.</p> <p>Boarders have been encouraged to personalise their own sleeping areas as appropriate.</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>Suitable facilities are available to boarders for both organised and private study throughout the house.</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**

Adequate toilet and washing facilities are readily accessible to boarders in the boys' house, which offer a high level of privacy.

The girls' house, however, is at a disadvantage in regard to the condition and location of its main showers. Current provision comprises of communal stainless steel showers with curtaining, which are located on the ground floor of the house and which offer little opportunity for privacy and separation of age groups. Other facilities (two baths) are available in the house, however, these currently present as cold and uninviting.

Inspectors were informed that, following the review of the girls' house, plans are in place to install modern cubicled showers upstairs within the dormitory accommodation. More general refurbishment will also take place.

Staff and other adults have separate toilet and showering facilities.

Standard 45 (45.1 - 45.3)**Suitable changing provision is provided for use by day.****Key Findings and Evidence****Standard met?****3**

Changing facilities are provided for use by day for all pupils including boarders.

The boys' changing rooms have recently been refurbished and sub divided between the junior and senior years. New lockers have been provided and the shower provision improved.

The school recognises that the girls' changing rooms need upgrading and plans are being discussed to improve the changing provision and replace the existing showers.

All changing facilities used by boarders have adjacent and suitably private toilet and washing facilities.

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

Recreation areas for boarders are varied. A common room is available in each house where boarders can watch TV and DVDs and play board games etc. The sports hall is used for more boisterous activities. Boarders can spend time in their dormitories in the evenings if they want to spend time quietly.

The lack of separate common room space makes it difficult to enable separation of age groups and activities in house.

The outdoor recreation areas include extensive playing fields and four hard tennis courts. The school also has use of Sherborne School's indoor heated swimming pool.

The IT room in the main school (adjacent to the boys' house) is available for boarders after prep if they want to e-mail home or play computer games with staff supervision. A computer link is being established in the girls' house, and computers provided, in order that they can access the same facilities in house in the evenings.

Standard 47 (47.1 - 47.9)
Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence

Standard met?

3

Areas visited by inspectors appeared to be free from avoidable safety hazards. Windows on the upper floors are restricted.

Risk assessments for the school buildings and grounds have been completed and are updated and then reviewed regularly to ensure they remain current. The Bursar has oversight responsibility for properties and grounds maintenance, health and safety and risk assessments. A Governor has been identified to be involved in risk management for the school. New fire risk assessments have been completed for all buildings and a risk assessment of the pond has been done.

The Bursar reported that the electrics in all buildings have been checked and remedial work completed. PAT testing is carried out in house on the 2nd morning of the new school year. The boundary fence has been improved to ensure greater security and a First Aid training update has been scheduled for April. An asbestos survey has been undertaken.

A health and safety committee meets on a termly basis and includes a pupil representative.

Boarders confirmed they were aware of areas and activities which are out of bounds.

A Site Manager has been appointed to oversee the building work for the new classroom block.

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?	2
<p>The sick bay is also the matron's office / consulting room and does not allow privacy for boarders seeing the Matron when another boarder is ill in bed.</p> <p>The sick bay had 3 beds and an ensuite bathroom with toilet and shower over the bath. There is another toilet close to the sanatorium in case of the need to prevent cross infection. There was a bottle of Dettol in the bathroom at the time of the visit that should have been locked away for safety.</p> <p>There is a single room in the girls' house for isolation if necessary.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Boarders' bedding and clothing are appropriately laundered by the school.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are able to obtain minor personal and stationery items while accommodated at school from local shops if necessary.</p>		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
<p>Not applicable.</p>		

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

Any off-site accommodation arranged by the school is checked by the school before use and monitored during use. This could be carried out by staff, by recommendation or through bona fida companies with in location experts.

Where boarders are staying in accommodation away from the school they are accompanied by school staff at all reasonable times or are under the supervision of staff.

Boarders commented that there had been issues with the accommodation on two recent trips abroad.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **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 28th February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Overall, we are satisfied that the report of the CSCI Inspection team is both very fair and accurate. We were very impressed by the professionalism of the team and enjoyed having the Inspection team on-site. We are fortunate to have inspectors of the calibre of Sue Shaw in this area and feel that both she and Carol Evans were outstanding in our inspection.

As usual, there were very few areas where we are slightly at variance with the standard allocated although I have detected no factual inaccuracies in the report. Standard 31 (deployment of Boarding staff) is the one that concerns me most. On those weekend times where all boarders are about (usually between 35 – 40 in number), there are now at least four staff members about. We have changed the ratios by reinforcing the three boarding staff with all three GAPs on Sunday afternoons. Next year, the new Housemaster's wife will also be involved as part of the House team as well as further GAP years assisting with evening duties. As well, there is a slight change required on Standard 20 as I have outlined in the recommendation. Of the other Standards (and recommendations) some have been addressed immediately (38), while others are currently being addressed (15), are part of our current review (24 – already significantly improved) or are part of our major summer works (46).

Thank you for the Inspection – we appreciate the opportunity to make sure we are doing our job properly and for finding ways in which we can improve.

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 Please provide the Commission with a written Action Plan by 27th May 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required	<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: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Peter Tait of Sherborne Preparatory School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>PETER TAIT</u>
Signature	<u><i>P. Tait</i></u>
Designation	<u>HEADMASTER</u>
Date	<u>24TH MAY, 2005</u>

Or

D.3.2 am 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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