



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Caterham School

**Harestone Valley Road
Caterham
Surrey
CR3 6YA**

Lead Inspector
Kerry Fell

Key Announced Inspection
18th October 2006 09:00

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SCHOOL INFORMATION

Name of school	Caterham School
Address	Harestone Valley Road Caterham Surrey CR3 6YA
Telephone number	01883 343028
Fax number	01883 347795
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Caterham School Trustees
Name of Head	Mr R A E Davey
Name of Head of Care	Mr J Seymour
Age range of boarding pupils	11-18
Date of last welfare inspection	10/02/04

Brief Description of the School:

Caterham School has been at its current site since 1884 and has a Christian foundation. The school now provides coeducational facilities following the merger of the boys' day and boarding school with the Eothen School for girls in 1995.

The school is located close to the facilities of the town of Caterham, with easy access to major road and rail links.

Much has been done to improve the quality of boarding provisions in recent years. The school enjoys extensive grounds and recreational facilities.

The school provides boarding accommodation for up to 155 students between 11 and 18 years of age. Up to 100 male boarders can be accommodated in two boarding houses, junior and senior and 55 female boarders in one boarding house with separate junior and senior areas.

SUMMARY

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

This was a key announced inspection that focused upon the key National Minimum Standards for Boarding Schools and recommendations and advisory recommendations made at the last inspection. Mrs Kerry Fell, Regulation Inspector, Mr Graham Cheney, Regulation Inspector and Ms Myra Rodgers, Boarding School Professional Inspector undertook the inspection. The inspection commenced at 9.30am and took 18 hours to complete, which were completed over two days.

The inspectors meet with the head teacher, the deputy head teacher, the head of boarding, the house masters and the house mistress, boarding matrons, health centre nursing staff, a selection of staff, the school counsellor, the special educational needs coordinator, the English as a foreign language coordinator, and the chaplain. Students were met during the evening observations, and during meal times. The inspectors met with the Head Boy and Head Girl and school prefects were met during a tour of the boarding houses.

126 boarders completed young persons questionnaires, and inspectors found that in the main the responses to these questionnaires were very positive about the school, the support that they receive from staff, and their experiences at the school. Comments from the questionnaires are included within the text of the report.

What the school does well:

The medical and boarding staff team pro-actively supports health care and health education, and there was evidence of excellent communication between nurses and boarding staff with regard to the administration of medication.

Students commented within their responses to questionnaires that they could talk to and would make a point of talking to the nurses at the medical centre if they were unwell or were concerned about anything. 93% of boarders' responses to the questionnaire stated that they were always or usually supported when they were unwell.

Policies, procedures and practice with regard to child protection, the absence of a student, prevention of bullying, complaints, the maintenance of privacy and confidentiality, and staff recruitment promote the students' welfare. It was notable that 74% of parents felt that the school responded well to bullying and the only 2% of responses to the CSCI student questionnaires stated that they had been bullied at the school.

A detailed handbook was available for use by prefects and inspectors were told about that the training programme given to newly appointed prefects.

Prefects met during the inspection were very clear about their roles and responsibility and how to manage child protection, undesirable behaviour and bullying. The level of detail of the training offered to prefects, the handbook, and the prefect's knowledge and understanding of their roles was commended. The school exceeds the National Minimum Standards with regard to the operation of the prefect system.

Boarders have access to support from a range of staff and external agencies. The students confirmed that there was a range of people that they could talk to about personal problems or to seek guidance, and students raised no concerns about their personal tutors. All questionnaires listed a range of methods in which the students could express their opinions including the school council, house meetings and assemblies, and who they could talk to.

Evidence was available to demonstrate that the school promoted and supported the diverse needs of students. Evidence was presented that documents, such as information for parents and guardians, were being provided in a range of different languages. The school offers additional support and classes to students for whom English is not a first language. International students also offer support to new students attending school in the UK for the first time. The school's prospectus clearly states that the school promotes a Christian ethos. It goes on to state that the school is open to students of all faiths or none, but that it will promote the religious and spiritual life of students.

At the time of the inspection some students were participating in the festival of Ramadan and the school catering teams were supporting the students by preparing snacks and meals for the students before day break and after the sun sets. The inspectors were advised that some of the catering staff were also Muslim and that they would bring snacks into the school for the Muslim students.

Arrangements were also made for students to maintain contact with friends and relatives overseas, with staff being especially mindful of students who may have difficulty telephoning home because of the differing time zones.

The maintenance and upkeep of the boarding accommodation was to a high standard and a credit to those staff involved. The school exceeded National Minimum Standards for boarding accommodation (standard 40).

Parents, students and staff have good access to a range of documents that detail the school's principles and practice. The school had a clear statement of boarding principles. A range of documentation was available for parents and boarders, which included junior and senior boarding handbooks and a parent's handbook, the school prospectus and a number of leaflets and guides. Essential policies and procedures were available on the school's website. The school exceeds this standard.

The school exceeds National Minimum Standard 1 with regard to the statement of boarding principles and practice.

The school has risk assessments in place that contribute to the students' welfare. Competent staff adequately supervise students.

What has improved since the last inspection?

Evidence was available to demonstrate that action had been taken by the school to meet the recommendations and advisory recommendations made at the last inspection.

The boarder's council had been reconvened following the last inspection and meet monthly. Minutes of these meetings were kept.

A programme of refurbishment had improved the quality of the boarding accommodation. Students commented that "the boarding house has a much better environment than school" and that one of the things that had improved the most since the last inspection was the boarding accommodation that had been refurbished. 91% of students stated within their questionnaires that they were always or usually satisfied with the boarding house, comments included "life in the boarding house is a real good experience", and "I am happy to be in the boarding house". Where students were only satisfied with the boarding houses comments included concerns about not getting "much freedom", the walls being thin so that music could be heard when students were trying to sleep, and the bedtimes being too early.

Repairs and risk assessments had been completed as recommended at the last inspection. Although further concerns were identified with regard to the safety of the sash windows within the boy's boarding house, action had already been taken by the school to resolve this.

The whistle blowing policy has been made available to all staff, and a note within the boarding staff handbook directs staff to where this policy could be found.

Action had been taken by the school with regard to developing access to the school for students with disabilities. Physical access to the main school buildings had been improved, and at the time of the inspection one student who used a wheelchair was attending the school as a day student. Discussions with the Head of Special Educational Needs identified that the school has a small number of students with specific support needs, but that where these were identified welfare plans and support packages were in place.

At the time of the inspection disabled access to boarding accommodation remained a problem for the school. However, development plans included the installation of a lift to enable disabled access for male students.

What they could do better:

Although records of medication administered were held in the boarding houses. The person who had administered the medication initialled these records. It was recommended that a list of who the initials related to should be included with the medication records so that the individual could be clearly identified.

Medical permission forms were available, however these forms need to include a list of non-prescribed/homely medication that relatives and carers consent to being administered. These forms must also include written consent for operations and the use of anaesthetics.

A good selection of freshly made food was available, however, students almost unanimously raised concerns about the consistency of the quality of the meals provided. Meals taken by inspectors also varied in quality. The school were already aware of these concerns and there was evidence that they had responded proactively to these. The inspectors were advised that work would continue to improve the consistency and quality of the food, the school should report to the CSCI Surrey Local Office on the outcome of the ongoing review.

A small number of health and safety concerns were identified and recommendations made, although in most cases these had already been identified by the school and plans made to resolve these.

There continued to be some concern over the radiator temperature in the female communal room, and staff stated that at times it would get too hot and had to be turned off as they felt it could present a safety hazard. This must be reviewed and made safe.

Fire doors used for accessing the male boarding house were observed being wedged open during the evening. This was despite large and clear notices that they must be closed at all times. This practice must cease.

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

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

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Being Healthy

The intended outcomes for these standards are:

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

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

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

6,15,17,24

Quality in this outcome area is good.

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

The medical and boarding staff team pro-actively supports health care and health education. A good selection of freshly made food is available, but work continues to improve the consistency of the food quality.

EVIDENCE:

The school employed qualified nurses who were on duty in the Health Centre until 7pm. Nurses are on call after 7pm and staff often seek their advice. Future plans include the health centre moving to purpose built premises on the campus.

There was excellent communication between nurses and boarding staff with regard to the administration of medication. Records of medication administered were held in the boarding houses. The person who had administered the medication initialled these records. It was recommended that

a list of whom the initials related to should be included with the medication records so that the individual could be clearly identified.

Students commented within their responses to questionnaires that they could talk to and would make a point of talking to the nurses at the medical centre if they were unwell or were concerned about anything. 93% of boarders' responses to the questionnaire stated that they were always or usually supported when they were unwell.

Clear policies were in place with regard to medical protocols within the school as well as smoking, the use of illegal substances and the use of alcohol. Nursing and boarding staff promoted the school's policies and appropriate support was provided to the students. Systems were in place within the boarding houses to monitor and support students who were thought to have been smoking, drinking alcohol or taken illegal substances, although this was not considered to be a great issue within the school. Good health education was also promoted through the school's PSHE programmes, and house tutor sessions.

Boarding staff met during the inspection were able to describe the school's policy with regard to alcohol, smoking and illegal substances, and they were able to advise the inspectors, in detail, about how they would monitor and support students.

Welfare and medical plans were in place. Health needs were well met by the school and students stated that they felt that they were looked after well when they were ill.

Medical permission forms were available, however these forms need to include a list of non-prescribed/homely medication that relatives and carers consent to being administered. These forms must also include written consent for operations and the use of anaesthetics.

Inspectors joined the students for lunch and dinner during the inspection. Meals were freshly prepared, although some students thought that occasionally food left over from lunchtime was served as an additional option at suppertime.

There was a wide-ranging choice of food at meal times, which included a hot meal, jacket potatoes, soup, sandwiches, and a salad bar at lunch and a hot meal, jacket potatoes and a salad bar at supper. Fruit and desserts were offered at both lunch and supper. However, students almost unanimously raised concerns about the consistency of the quality of the meals provided. Meals taken by inspectors also varied in quality.

The school were already aware of these concerns and there was evidence that they had responded proactively to these.

Food surveys had been undertaken in 2005 and 2006, and the catering team met with the students regularly about the meals. The inspectors were advised that work would continue to improve the consistency and quality of the food, the school should report to the CSCI Surrey Local Office on the outcome of the ongoing review.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

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

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

2,3,4,5,13,26,37,38,39,41,47

Quality in this outcome area is good.

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

Policies, procedures and practice with regard to child protection, the absence of a student, prevention of bullying, complaints, the maintenance of privacy and confidentiality, and staff recruitment promote the students' welfare. Health and safety concerns were identified and recommendations made, although in most cases these had already been identified by the school and plans made to

resolve these. The school exceeds the National Minimum Standards with regard to the operation of the prefect system.

EVIDENCE:

The school had included a copy of the countering bullying policy in both the parents handbook and on the school's website.

The school has a strong countering bullying ethos, which was reflected within the policy and in the training provided to staff and to prefects. This was further supported by the information available in staff and prefects handbooks.

Students did not raise concerns about the level of bullying within the school, with only 2% of boarders' responses to the questionnaire stating that they were bullied. It is noted that there was some confusion in responses to questionnaires about what constituted bullying, however a clear definition of bullying was provided within the school's policy.

Students met during the inspection confirmed that they were confident that if they were bullied staff would respond to incidents promptly and effectively, and examples of when this had happened were given to the inspector.

Responses to the school's "parental perceptions" survey evidenced that 74.2% of parents and carers felt that the school's response to countering bullying was good or very good.

The school's policy was to offer counselling to both the bully and the victim of bullying, and where appropriate, joint sessions would be offered.

A detailed child protection policy was available that had been updated in September 2006. The school had a designated Child Protection Liaison Officer (CPLO) and had identified a member of staff who would act as the CPLO in their absence. Training had been provided to all staff by the CPLO during INSET days and induction. A brief outline of the school's policy was also included on the school's website. Heads of Boarding had attended Surrey's Area Child Protection Committee two day training, and had attended Boarding School Association training that included talks, discussion and training in safeguarding children.

Staff met during the inspection had clear understanding of the school's safeguarding procedures, and the CPLO's were. What was also commendable was that the school prefects had a detailed knowledge of safeguarding and the school's procedures in the event a student disclosed abuse to them, or that they had concerns that a student had been abused.

Although no referrals had been made to the local safeguarding team, evidence was available about how the school had appropriately managed serious incidents and historic events that resulted in the involvement of the police.

95% of students' response to the questionnaires stated that those that look after them properly protected them from harm. It was noted from questionnaires that the interpretation of harm varied between responses. Student stated that they "feel safe". Other students stated that there were "the necessary precautions for safety taken", that "every staff member cares about us and they do everything to protect us from harm by making regulations for evening leave". Students had a clear understanding about Why there were rules put in place to keep them safe, although they did not always agree that they were necessary, and in some cases felt that the rules were overly restrictive or "so they can have less trouble".

The school had a policy with regard to the absence of a student without permission. This policy was split into the action to be taken between 8.30am and 4pm and what action to take after 4pm and on weekends. Although the policy did not detail that students would be spoken to about why they were missing, serious incident records evidenced that in all incidents students would be spoken to following all serious incidents and a record made.

The school held a clear sanction policy, which was replicated within the staff handbooks and provided a clear list of offences, and what sanctions should be applied. Any sanctions applied specifically within boarding houses, for example carrying the laundry to the houses or assisting with domestic chores, were displayed within the boarding houses.

A bound sanction book was in place in the boarding houses. Students stated that they fully understood what sanctions could be applied, such as carrying laundry or assisting with domestic tasks, and felt that these were reasonable and applied fairly by staff. All students who spoke with inspectors recognised that more serious sanctions could be applied for more serious breaches of school rules, i.e. being caught smoking would attract a fine and use of drugs expulsion. The Head of Boarding held records of more serious incidents.

Prefects used a green and red card system, green being a warning and red for more serious issues, which were then referred to staff for sanctions to be applied. Prefects stated that although they were able to hand out some sanctions, they rarely did this, preferring to defer to boarding staff to do this.

A detailed handbook was available for use by prefects and inspectors were told about that the training programme given to newly appointed prefects. Prefects met during the inspection were very clear about their roles and responsibility and how to manage child protection, undesirable behaviour and bullying. The level of detail of the training offered to prefects, the handbook,

and the prefect's knowledge and understanding of their roles was commended. This standard was considered to be exceeded.

The training of prefects was commended. This was based on evidence gathered through discussion with prefects and other students. Prefects were very clear of the role and responsibility and were very clear of the child protection procedures and the course of action to follow should another student raise any concerns.

The inspectors were advised that physical restraint had not been used within the school.

The complaints procedure had been revised and included details of how to contact CSCI and other agencies if they have a concern. This was included in the student handbooks, which were provided to all students. However, a timescale for an outcome to complaints needed to be included within the procedure.

Inspectors requested that the procedure be amended to clarify that CSCI was not responsible directly for the care and safety of students, as stated in the student handbooks, but are responsible for regulating boarding provision, to ensure that National Minimum Standards for Boarding Schools were being met.

The deputy head teacher oversaw the investigation of complaints, and the inspectors were advised that at the time of the inspection no formal complaints had been received with regard to boarding provision.

Clear guidance was available within boarding handbooks about access to boarders' bedrooms and promoting boarder's privacy. Staff met during the inspection were respectful of students privacy and were observed knocking on bedroom doors before entering the room.

A Human Resources Manager and a Human Resources Administrator had been appointed since the last inspection. The personnel files had been reviewed and were found to be neat and orderly at the time of the inspection. Improvement had been made in the recruitment procedures.

The boarding houses were found to be fitted with comprehensive equipment for the detection and response to fire. Bedrooms were fitted with smoke detectors, wired into the fire alarm system. Fire risk assessment documentation was present. Routine drills took place.

Electronic keypads were in use in both boarding houses to prevent unwelcome access with signing in and out books in use. However inspectors were concerned that access to Beech Hanger the female accommodation could be made through patio doors, which were left open on light evenings. These were

however locked after dark. The head of house and matrons felt confident with the security of the house and felt that students also had a responsibility for their own security. The grounds staff suggested that CCTV could be extended to the rear of Beech Hanger to improve security. Staff and students stated that visitors were challenged if not wearing a visitors' badge and anyone found on the grounds after dark would be questioned.

Some CCTV monitoring equipment was already in use in the reception area, car park and outside of the front of the female only boarding house.

The boarding houses were found to be fitted with comprehensive equipment for the detection and response to fire. Bedrooms were fitted with smoke detectors, wired into the fire alarm system. Fire risk assessment documentation was present. Routine drills take place.

Some Closed Circuit Television monitoring equipment was already in use in the reception area, car park and outside of the front of the female boarding house.

A recommendation was made at the last inspection with regard to the safety of flat roofs, old windows and fencing in the area near the old gymnasium.

The old gymnasium was no longer used as a part of the boarding provision. A risk assessment had been undertaken about access to the flat roof and students were now only allowed access when accompanied by staff. The wire windows had been repaired.

Repairs had also been carried out to broken fencing in the vicinity of the old gymnasium.

The maintenance manager stated that the window that required a restrictor had been repaired and window restrictors were found to be in place in all rooms observed by inspectors. However, the inspectors had some concerns about how windows were being held open in some of the boarding houses.

The opening of windows during hot weather continued to be a concern for students, especially for some of the senior males.

The school would be advised to review the use of window restrictors in senior dorms, as discussed during the inspection, with consideration given to whether the current safeguards are necessary for named students or whether alternatives such as improved ventilation or air conditioning may be relevant.

Discussions with the Estates Bursar and boarding staff concluded that for named students window opening restrictor devices could be removed subject to a satisfactory risk assessment.

Inspectors observed that several sash windows in the male boarding were being held open by a range of different devices, i.e. a crash helmet. The School had recognised the problem and arrangements had been put in place for these sashes to be replaced during school holidays.

The inspectors were shown evidence that the health centre had been provided with the relevant data on remedies in line with the recommendations made at the last inspection. Procedures relating to COSHH had been reviewed and where fluids were decanted the suppliers had provided appropriately labelled containers. The Caretaker and Head of Housekeeping confirmed this. Inspectors observed no storage issues during the visit.

CCTV cameras were in place to monitor the car park and traffic calming measures were in place on the road dividing the school. The Estates Bursar explained that the Local Authority had been asked to install a pelican or zebra crossing but that they had not felt it was safe to do so. Plans were in place for staggered railing to be fitted on the road during the Christmas Holiday.

The Estates Bursar stated that thermostatic valves had been fitted to showers and baths to limit hot water temperatures, and the maintenance and caretaking staff confirmed this. Some students stated that occasionally the water might be cool but never excessively hot, this was further confirmed by Matrons.

There continued to be some concern over the radiator temperature in the female communal room, and staff stated that at times it would get too hot and had to be turned off as they felt it could present a safety hazard. This must be reviewed and made safe.

The Estates Bursar stated that the school had addressed the recommendations made at the last inspection with regard to the accessible fire door in the boy's boarding house. Inspectors observed that revisions had been made to the door. However, fire doors used for accessing the male boarding house were observed being wedged open during the evening. This was despite large and clear notices that they must be closed at all times. This practice must cease.

The Inspectors found evidence that portable appliance testing had taken place for most electrical items, although some newer items brought in by students had not yet been tested. The Estates Bursar stated that it was the students' responsibility to hand in any new electrical items brought to the school for checking before they were used. This should be made explicit in the student handbooks.

Junior boarders continued to be asked to help take washing to and from the laundry, as one of the sanctions applied to boarders. The inspectors were advised that the school had reduced the size of the laundry bags had been decreased in order to minimise any risk to students or staff. However, this

meant that the number of bags to be carried had been doubled. It was also stated that under the school's development plans a lift was to be installed which would enable the use of a trolley for the purpose. Students raised no concerns about this sanction at the time of the inspection.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

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

14,18

Quality in this outcome area is good.

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

Boarders have access to support from a range of staff and external agencies. The school promotes and supports the diverse needs of students.

EVIDENCE:

The students confirmed that there was a range of people that they could talk to about personal problems or to seek guidance, and students raised no concerns about their personal tutors.

Student handbooks contained information about who the students could contact if they had a problem or were worried that included the school chaplain, matrons, and the school nurses. Contact for external agencies such as the school counsellor, NSPCC, Childline and the CSCI were also included. All questionnaires listed whom students would approach if they wanted to talk or had concerns. These lists were extensive and varied between house masters and mistresses and matrons, to friends, parents and school staff. Some questionnaires did express that there were staff they would not talk to or did not trust. However, the inspectors found that for every questionnaire that identified a member of staff as not being approachable, another identified them as being the member of staff that the student would approach.

The inspectors met with both the school counsellor and the school chaplain during the inspection. Both confirmed that students were able to arrange sessions with them without having to be referred by staff. The school counsellor confirmed that there was no restriction upon the number of sessions that students could attend for, with some attending just once, and others attended on a more regular basis throughout the year.

Evidence was presented that documents, such as information for parents and guardians, were being provided in a range of different languages. The school offered additional support and classes to students for whom English is not a first language. International students also offer support to new students attending school in the UK for the first time.

Arrangements were also made for students to maintain contact with friends and relatives overseas, with staff being especially mindful of students who may have difficult telephoning home because of the differing time zones.

Action had been taken by the school with regard to developing access to the school for students with disabilities. Physical access to the main school buildings had been improved, and at the time of the inspection one student who used a wheelchair was attending the school as a day student. Discussions with the Head of Special Educational Needs identified that the school has a small number of students with specific support needs, but that where these were identified welfare plans and support packages were in place.

At the time of the inspection disabled access to boarding accommodation remained a problem for the school. However, development plans included the installation of a lift to enable disabled access for male students.

A lift could not be easily installed into the female boarding house.

The school's prospectus clearly states that the school promotes a Christian ethos. It goes on to state that the school is open to students of all faiths or none, but that it will promote the religious and spiritual life of students.

At the time of the inspection some students were participating in the festival of Ramadan and the school catering teams were supporting the students by preparing snacks and meals for the students before day break and after the sun sets. The inspectors were advised that some of the catering staff were also Muslim and that they would bring snacks into the school for the Muslim students.

At the time of the inspection no specific requests had been made for Muslim students to attend the Mosque, however evidence was available of how the school had previously supported Muslim students to have prayer sessions/meetings together in the school library.

Students who were Roman Catholic were supported to attend the local church.

The inspectors were advised that at the time of the inspection no other special requests had been made students.

Where concerns had been identified about groups of students who had not integrated well, the school had taken action to find out how the students wished to be supported, or to put in place strategies to support new students to better integrate.

An advisory recommendation was made at the last inspection with regard to the provision of a washing machine for male boarders use. Some of the senior male borders explained that a washing machine was readily available for them to use, although the laundry provision undertaken by matrons was good. A dry cleaning service was used for shirts and blouses.

Students who spoke with inspectors and through questionnaires were very positive about boarding arrangements and the school, some stated that this was the primary reason for choosing Caterham, a couple of students also stated that despite living close to the school they preferred to board.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

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

12,19,36

Quality in this outcome area is good.

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

Boarders are able to contribute to the operation of the boarding houses.

Boarders are supported to maintain contact with their parents and families.

EVIDENCE:

A recommendation was made at the last inspection with regard to the need for the school to review the opportunity given to students to express their opinions. Action had been taken to meet this recommendation. The boarder's council had been reconvened following the last inspection and meet termly. Minutes of these meetings were kept. The inspectors were advised that the catering manager joined these meetings. Inspectors were advised that new boarders were interviewed by the head of boarding and that they are asked to complete questionnaires about their experience of joining the school. New boarders met during the inspection confirmed that this was the case, and the inspectors were shown the analysis of the questionnaires completed in 2005 and 2006. All questionnaires listed a range of methods in which the students could express their opinions including the school council,

house meetings and assemblies. The inspectors were also advised that representatives were invited to attend the boarding house staff meetings.

The inspectors attended boarding house meetings during the inspection, and the inspectors were advised about a range of other questionnaires undertaken by the school throughout the year.

Students did not raise concerns during the inspection about not being able to express opinions.

Several students who spoke with inspectors, gave the example of bed times being an area in which they would prefer more autonomy, i.e. some would like to stay up later. However when questioned all students said that they understood that the school needed to have routines in place.

Students confirmed that they were supported to maintain contact with their relatives and carers. Some students had mobile telephones, where students did not have access to payphones, or in special circumstances access to school telephones could be made available. Some students raised concerns about not being able to use telephone account cards with the payphones available within the boarding houses. The school had already identified this as a concern and had previously tried to arrange for these cards to work with some of the payphones, but were advised that the equipment was too old. The inspectors were advised that the school was making arrangements to have these updated, however in the meantime arrangements would be made for students to access telephones elsewhere. The school would be advised to be mindful about ensuring that students can get access to telephones without having to ask permission or inform staff.

Details of helpline numbers were displayed within the school.

Each student has a personal email address at the school.

Students who spoke with inspectors said that most of them now had a mobile telephone, which they could use. This had reduced the need for pay phones and general comments indicated that access to telephones was not really a concern.

Recommendations were made at the last inspection with regard to ensuring that boarding staff were aware of the school's whistle blowing policy. The whistle blowing policy has been made available to all staff, and a note within the boarding staff handbook directs staff to where this policy could be found.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

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

40,42,44,51

Quality in this outcome area is good.

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

A programme of refurbishment has improved the quality of the boarding accommodation. The maintenance and upkeep of the boarding accommodation was to a high standard and a credit to those staff involved. The school exceeded National Minimum Standards for boarding accommodation (standard 40).

EVIDENCE:

Recommendations and advisory recommendations were made at the last inspection with regard to the condition of student's beds, and the need for risk assessments to be undertaken of the windows in student's bedrooms. The school had taken action, and these recommendations were met. Please also see comments under Staying safe.

The Estates Bursar demonstrated that Health and Safety was given a high priority within the school, policies of a good standard were found to be present detailed risk assessments were in place to cover the activities of the school.

Since the last inspection a programme of improvement and refurbishment had been completed and part of this process was the installation of new beds, for juniors these were high beds with study facilities, i.e. a desk. All beds seen by inspectors were of a good standard, and boarders stated that they were happy with their accommodation.

An advisory recommendation was made at the last inspection with regard to the school to retain an adequate number of baths in boarding houses in any future changes to bathroom facilities in the boarding houses. Although several of the male boarders were unaware that there were baths available, as they only used the showers, the school confirmed that sufficient baths had been retained. All of the students said that they were happy with showers.

Locks, which enabled access to bathrooms from the outside, for emergency situations, had been installed.

The maintenance and upkeep of the boarding accommodation was to a high standard and a credit to those staff involved.

Students commented that "the boarding house has a much better environment than school" and that one of the things that had improved the most since the last inspection was the boarding accommodation that had been refurbished. 91% of students stated within their questionnaires that they were always or usually satisfied with the boarding house, comments included "life in the boarding house is a real good experience", and "I am happy to be in the boarding house". Where students were only satisfied with the boarding houses comments included concerns about not getting "much freedom", the walls being thin so that music could be heard when students were trying to sleep, and the bedtimes being too early.

The school is commended for the cleanliness and quality of the boarding accommodation, and therefore exceed National Minimum Standards for boarding accommodation.

National Minimum Standard for Boarding Schools 51 is not applicable to this school.

Management

The intended outcomes for these standards are:

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

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

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

1,23,31,34

Quality in this outcome area is good.

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

Parent's, students and staff have good access to a range of documents that detail the school's principles and practice. The school has risk assessments in place that contribute to the students' welfare. Competent staff adequately supervises students.

The school exceeds National Minimum Standard 1.

EVIDENCE:

The school had a clear statement of boarding principles. A range of documentation was available for parents and boarders, which included junior and senior boarding handbooks and a parent's handbook, the school

prospectus and a number of leaflets and guides. Essential policies and procedures were available on the school's website. The school exceeds this standard.

There is clear leadership in place at the school, led by the Head teacher. The school had a team of house masters and mistresses that are supported by teaching and non-teaching staff within the boarding houses.

Weekly meetings are held between the Head teacher, the head of boarding and house masters and mistresses, and matrons. The inspectors attended this meeting during the inspection and were impressed by the good information sharing this allowed.

There had been an increase in the number of boarding staff and an on call system had been introduced in case of illness or other emergencies. This enabled the school to provide adequate staffing to the boarding houses.

All staff met during the inspection felt supported by their line managers, and house masters and mistresses made specific comment that they felt supported by each other and the head of boarding. The inspectors were advised that house masters and mistresses received weekly supervision sessions with the head of boarding and that they would be happy to contact the head of boarding at anytime for support and advice.

Crisis management plans were available but needed to be expanded to cover a wider range of foreseeable incidents, and should include a list of contact telephone numbers.

Records were found to be monitored as required.

All staff had job descriptions, and these were also included in the boarding staff handbook. An appraisal system had been established and staff confirmed that there were opportunities for training.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	2
16	X
17	3
24	3
25	X
48	X
49	X

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	4
42	3
44	3
45	X
50	X
51	N/A

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
8	X
9	X
10	X
23	3
31	3
32	X
33	X
34	3
35	X
52	X

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS15	The person who had administered the medication initialled medication records. It was recommended that a list of whom the initials related to should be included with the medication records so that the individual could be clearly identified.	18/11/06
2	BS15	Medical permission forms must include a list of non-prescribed/homely medication that relatives and carers consent to being administered an also written consent for operations and the use of anaesthetics.	
3	BS24	The school should report to the CSCI Surrey Local Office on the outcome of the ongoing review about the quality of the food.	
4	BS47	Action must be taken to ensure that the surface temperatures of the radiators in the girl's boarding house are safe.	18/11/06
5	BS26	The practice of propping open the fire doors in the boy's boarding house must cease.	18/10/06

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