



Making Social Care
Better for People

inspection report

Boarding School

Oswestry School

Upper Brook Street

Oswestry

Shropshire

SY11 2TL

7th March 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

Oswestry School

Address

Upper Brook Street, Oswestry, Shropshire, SY11 2TL

Tel No:

01691 655711

Fax No:

01691 671194

Email Address

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

Undefined Owner 01

Name of Head

Mr Paul D Stockdale

CSCI Classification

Boarding School

Type of school

Independent.

Date of last boarding welfare inspection

9/2/1999

Date of Inspection Visit		7th March 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Deb Holland	072939
Name of CSCI Inspector	2	Janet Oxley	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Dale Wilkins	
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		P.D.STOCKDALE - 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 Oswestry 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.

Oswestry School, first founded in 1407, is a well established co-educational independent school for pupils aged 3-18. At the time of this inspection 97 pupils were boarding at the school and there were 189 day pupils.

Set in 50 acres of attractive grounds, the School overlooks the market town of Oswestry, in North Shropshire. There is easy access to the motorways of the Midlands, yet the hills and lakes of Wales are barely a mile away. The clearly signposted driveway provides a welcoming approach to the well maintained and attractive grounds and gardens.

Boarding accommodation is provided in three houses each headed by a house parent, assisted by staff in permanent residence. The boarding houses are single sex and arranged according to the different stages of pupils' development.

Pastoral care and support are provided to boarders by house staff and by staff with teaching duties who also have boarding responsibilities. Other staff, who do not have direct pastoral care responsibilities, contribute to the welfare provision for boarders. The Headmaster is directly responsible for pastoral care, monitoring the boarding provision and child protection. He is assisted by a Senior Management Team including a Deputy, Bursar and Senior Master.

Boarders are provided with many 'out of school' activities and there are systems in place to monitor the safety of these activities. The school offers many opportunities for pupils to participate in extra-curricular activities, including an active Combined Cadet Force, the Duke of Edinburgh Award Scheme and a whole range of clubs taking place either at lunchtimes or after school. There are also many sporting fixtures each year.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Welfare Policies and Procedures

Oswestry School has written policies in place in relation to the majority of issues. There are clear policies on child protection, bullying, behaviour and discipline and a complaint system is available to both boarders and their parents. These policies and procedures clearly outline the Schools principles and practices. There is a sick bay, in each house which can provide support to boarders who are unwell and records are kept which help to safeguard and promote boarders' health and welfare. All staff spoken to during the inspection reported that they had received some training in child protection.

Organisation and Management

Boarding at the school is under the clear leadership of the Headmaster who is supported by the Deputy Head, Senior Master and Bursar. The School has a full and comprehensive Emergency Contingency Plan and the Board of Governors appear to be fully supportive and involved.

Boarders have access to a range and choice of activities and in a number of ways contribute to the operation of boarding provision. Particularly welcome is the recently introduced "Boarders" council which promotes communication between students and staff. Prefects have a good induction, are given appropriate specific duties and responsibilities with professional supervision and support. Boarders were generally complimentary regarding the personal support received from staff.

Welfare Support to Boarders

It was considered that the school provides satisfactory health care and support to those pupils who are ill and it was considered that the identified health and personal problems of individual boarders were generally satisfactorily managed.

The school has an equal opportunities policy and there was no evidence to suggest that any boarder was experiencing discrimination.

New boarders are provided with support and a good induction on their arrival at the school and were complimentary regarding the process. Boarders reported that, given the size of the houses and the staff approach, they were treated as individuals and could always identify someone they felt able to talk to.

The standard of catering and all meals during the inspection was very good and the professional systems (safe working/recruitment/training) established by "Scolarest" (housekeeping, laundry and catering) are excellent.

The school takes the risk of fire seriously and has records in place which demonstrate this. There is a well organised and professional system of risk assessment for high risk activities and off site visits and staff have received training in this field.

Staffing

It was considered that Boarders are adequately supervised at all times by a satisfactory ratio of staff who have adequate support. Boarding staff attend INSET courses.

At the time of this inspection the relationships between staff and boarders were based on good personal and professional relationships.

Premises

The boarding accommodation is separated appropriately by age. Boarding accommodation is protected by keypad access and the school has security measures in place, wherever possible, to prevent unauthorised access. The girls' boarding house, "Guinevere", provides pleasant accommodation which has recently been redecorated and provided with new carpets. Provision of showers/WCs is good and overall the standard of the accommodation is good, with clear evidence that students can personalise their rooms. "School House" within the main, old house of the school, caters for boys up to Year 11. This accommodation is in larger traditional dormitories and reflects the age of the building but efforts are being made by the Housemaster to improve areas of the house for communal use and there are plans to improve the layout of the dormitories themselves. Throughout these houses thought has been given to promoting privacy. Building work is underway to provide a new boys' 6th form block which is very welcome, given the standard of the current provision at Holbache House.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Welfare Policies and Procedures.

The school should amend the child protection policy to include all the required elements and the nominated child protection officer should receive further training in the matter.

Organisation and Management

The school's governing body should adopt a formal and recorded system to monitor welfare provision in the school and senior boarding staff should receive training in the management and practice of boarding.

The planned improvements to the boarding houses should take place with no unreasonable delay to ensure that all provision is satisfactory.

Welfare Support to Boarders

Recommendations have been made regarding the administration of medication and first aid training and it was considered that improvements could be made in relation to the maintenance of boarders individual health and welfare records and that these should be monitored on a regular basis.

Staffing

The School must improve the recruitment procedure to ensure the procedure includes all the required elements as outlined in the standards, before appointment, which can be verified from professionally maintained individual records. The School must not allow any member of staff to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau. The School needs to improve its provision of job descriptions, induction and training for boarding staff to assist them in fulfilling their role and provide systems for reviewing performance.

Premises

Notwithstanding that a new boarding house is currently under construction to replace Holbache House, there were a number of areas as highlighted in this report regarding the boys boarding provision that were considered to require attention. The School must review its risk assessment process in the light of the environmental factors that were identified during the inspection. It was considered that an urgent environmental risk assessment should be carried out at Holbache House and Lodge, which present a number of hazards to student safety and that the use of a WC which opened directly off the kitchen area should cease. Given that the use of this house will not continue beyond the summer term, it is acknowledged that remedial work, other than that to ensure student safety, will not be considered worthwhile. A concern for Inspectors, given the age of Holbache and indeed School House, was the amount of electrical equipment which students had introduced, sometimes resulting in trailing flexes and the possibility of overloaded sockets. The school must address the issue of windows above the first floor – particularly those opening onto the roof of School House – which are currently not restricted. An overall environmental risk assessment, including safety of flooring and stairs, needs to be conducted

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This report and its contents are based on the evidence gained from all three members of the Inspection Team, which included a Boarding School Professional Inspector.

This is the first welfare inspection of the School against the National Minimum Standards. They have demonstrated a good understanding and appear to have a committed approach in their application of the standards.

Throughout the inspection the Headmaster, Deputy, Senior Master, Bursar, all staff and boarders were welcoming, helpful and co-operative and the recommendations made were acknowledged by the Headmaster, Senior Master and the Deputy at the time of the feedback and work had commenced to comply with these recommendations before the end of the inspection.

The effective communication between staff and their enjoyment of and commitment to developing their roles was evident throughout the inspection process. Boarders were complimentary regarding the support that they receive from staff.

Of the 50 standards that apply to the school, 38 standards were considered to be fully met, 8 were identified as having minor shortfalls and 4 were identified as having major shortfalls, although it has to be noted that 2 of these arose from one matter.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS3	That the child protection policy be amended to include the requirement for a referral to be made within 24 hours and to the CSCI.	Without undue delay.
2	BS3	That the senior member of staff designated to take responsibility for child protection issues receives further training in the matter.	4 July 2005
3	BS3	That there is a policy, known to staff and used in practice, for searching for and, if necessary reporting, any boarder missing from the school.	Without undue delay.
4	BS8	That the school's governing body adopt a formal and recorded system to monitor welfare provision in the school.	Without undue delay.
5	BS8	That senior boarding staff receive training in the management and practice of boarding.	4 Oct 2005
6	BS10	Accommodation for boys is brought up to a similar standard as that provided for girls	4 Oct 2005
7	BS15	That a nominated first aider is available at all times.	4 June 2005
8	BS15	That the written procedures on the administration of prescribed medication and homely remedies are followed at all times.	Without delay.
9	BS23	That records of risk assessments, punishments, complaints and accident records be monitored by the head or a designated senior member of staff, at least twice a term.	Without delay.

10	BS32	That safety checks on the schools vehicles be recorded.	Without delay.
11	BS34	All staff with boarding duties have job descriptions	Without delay
12	BS34	There is an appropriate process for the regular review of the performance of each member of staff with boarding duties	4 July 2005
13	BS34	Training opportunities are provided/accessed for training and updating in boarding practice	Without delay
14	BS38	The school's system for recruiting staff includes acquiring two written references (including direct contact with each referee to verify the reference) and checks on proof of relevant qualifications	Without delay
15	BS38	The school's appointment of "gap" students includes all elements of the recruitment checking system possible	Without delay
16	BS39	The school does not allow any member of staff to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau	Without delay
17	BS40	All areas of boarding accommodation are suitably furnished and adequately maintained	Without delay
18	BS42	Sleeping areas are either carpeted or have other suitable floor covering	Without delay
19	BS47	Sleeping and living areas are free of significant hazards to boarder safety (this is considered an urgent matter in Holbache House)	Without delay
20	BS47	Windows accessible to boarders above the ground floor and presenting a risk to safety are fitted with suitable opening restrictors or alternative safety measures (this is considered an urgent matter in School House top floor)	Without delay

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	BS7	That the system of informing all relevant staff of any special provision to be made for individual boarders be improved and recorded.
2	BS15	That accident records be maintained in each boarding house and that these be regularly reviewed and monitored.
3	BS17	Interventions to manage bed wetting should be included in boarders care plans.
4	BS24	That house staff who prepare food for boarders receive training in Basic Food Hygiene.
5	BS28	That in the future, should potential boarders stay overnight for 'taster' sessions, all relevant parental consent forms be completed.
6	BS38	That records of interview are completed in full

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	07/03/05
Time of Inspection	9AM
Duration of Inspection (hrs.)	58
Number of Inspector Days spent on site	6.5

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

FRO

8

TO

19

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

Boys	56
Girls	41
Total	97
Number of separate Boarding Houses	3

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

It was considered that all of the required elements of this Standard are being met by Oswestry School.

The statement has been updated this year, it is well publicised and elements are included in the Boarders Handbooks, Prospectus and Staff Handbook. This information is given to parents when making initial enquiries and on the boarder's admission to the School. It was considered that the statement reflects the actual current boarding practice.

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

Oswestry School has a full policy on countering bullying which covers necessary prevention, response and a definition. This policy is provided to parents, staff and boarders. The staff handbook also includes the DfES checklist for providing an immediate response to bullying. The subject is covered in more than one policy and the procedures, discussions and observations made indicated elements of built in corroboration.

There are strategies in place for boarders to report relevant incidents and there are two 'bully' boxes available for pupils to register concerns.

There was no evidence of 'initiation ceremonies' and all boarders spoken to at the time of this inspection gave no indication that bullying was an issue at the School. A small percentage recorded in the pre-inspection questionnaires that they were bullied on occasions, however no evidence was evident to the three inspectors during the inspection.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

79

%

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?**

2

There is a policy available which is consistent with local Area Child Protection procedures and it was reported that this policy was given to all staff members. This policy was identified as requiring a little amendment to include the requirement for a referral to be made within 24 hours and reference to the CSCI.

A response from the Local Authority Safeguards Manager, Child Protection, stated that there is no knowledge of Social Services having received any Child Protection referrals from the School within the last two years and that there are no current outstanding concerns relating to the School.

The subject has been included in INSET training for all staff and written evidence that all staff, at all levels, as outlined in Standard 3.5, have been given briefing or training on responding to suspicions or allegations of abuse is available.

Mr N.F.Lambkin is the designated Child Protection Officer for the School, he holds copies of local procedures and guidelines but has not, to date, received full training on the matter. Mr Lambkin has attended a one day conference on the subject and it was reported that further training is scheduled for May.

Prefects at Oswestry School are briefed on the subject during their induction training and are given clear guidelines.

There is no policy available regarding required action should a boarder go missing.

Standard 4 (4.1 - 4.7)		
The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	3
<p>Oswestry School has a fair and appropriate policy on behaviour, discipline and use of punishments, which is well known to boarders, staff and parents. Within the Staff Handbook and in documentation for Boarders, there are full and comprehensive policies on the Use of Force, Discipline, Classroom Detention, Behaviour and Expectations, Offences and Sanctions within the Pastoral Framework and a general Code of Conduct with a boarder's checklist.</p> <p>Responses to the pupils' questionnaire indicated that, in general, the use of punishments is seen as fair. At the time of this inspection the boarders stated to all three inspectors that they considered the punishments to be very fair and they were generally positive and complimentary regarding the treatment and respect they have from their house-parents.</p> <p>There were some concerns expressed about the amount of "fines" which could be imposed for smoking offences, but there were alternative sanctions if the student was unable to pay. Evidence through observations, discussions, inspection of records and the consistently easy, courteous and friendly manner of the boarders, which was observed throughout the inspection, substantiated this. As noted in Standard 36 the relationships between boarders and all staff were considered to be based on a good personal and professional basis. It was considered that there are no unacceptable, excessive or idiosyncratic punishments used and that the disciplinary powers of prefects are clearly defined. No physical restraint has been used since the last inspection.</p> <p>A record of punishments is kept. These were seen to be satisfactory and the Senior Master is to cross reference these and review them at regular intervals to ensure that they are consistently and professionally maintained in each house.</p>		

Standard 5 (5.1 - 5.7)		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>Oswestry School has a satisfactory and appropriate policy on responding to complaints and this is given to all parents and boarders. This policy includes Informal Resolution, Formal Resolution and details of an Independent Panel Hearing. Posters are around the School and in Boarding Houses encouraging pupils to talk to identified persons should they feel unhappy. Boarders reported that they knew about the complaints procedure.</p> <p>Throughout the methodology used during this inspection it was evident that the staff take the opinions and concerns of the boarders seriously and respond whenever necessary. A written central record would be maintained of all concerns or complaints made and responded to however it was reported that none have been received.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		X

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>Boarders' health is promoted through clear and appropriate policies on countering major risks, including substance abuse.</p> <p>Policies on smoking, alcohol and drug abuse and misuse are clear, are published in individual houses and are known by boarders. Relevant posters were seen around the individual houses and appropriate approaches described by staff in all three houses. The Personal, Social and Health Education policies and curriculum are very clear and detailed and cover all issues. There are modules within the whole school, which are age appropriate.</p>		

Standard 7 (7.1 - 7.5)		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Confidential Health Records are available for each boarder. These are developed from information given by the parents as part of the admissions procedure.</p> <p>House staff update these records and updated information is also requested from parents. These records include any visit to the local GP, vaccinations, referrals to other health professionals, any health problems and any requests from parents regarding health matters. They also identify the person with parental responsibility and contact details.</p> <p>Records are kept in a locked filing cabinets in locked offices. All boarders are registered with the local Medical Practice.</p> <p>There was evidence of liaison between the Head of learning support, house staff and teaching staff to ensure that relevant information is given to those staff who need to know however it was considered that the recording of this could be improved.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

2

There are clear details of the management and leadership arrangements at Oswestry School.

The Governors are fully aware of the School's response to the National Minimum Standards and the Chairman of Governors reported that at the time of this inspection they had no concerns at all regarding the pastoral care or welfare of the boarders. The Governor with responsibility for child protection was available at the time of inspection and it was evident that the Board are committed to fulfilling their responsibilities. It was considered however that the Governors should adopt a more formal and recorded system to monitor the welfare provision including a regular reporting system and regular inspections.

The Senior Boarding staff at the school are all relatively new to their roles. It was reported that liaison between "outgoing and incoming" staff had been positive. Although they are encouraged to attend INSET courses, to date none of the staff had undertaken training in the management and practice of boarding. It was reported that this matter is in hand and that staff will be encouraged and enabled to attend such training.

There is a clear staff disciplinary procedure, which includes all the required elements and all staff have been given copies.

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

There is a full and comprehensive Emergency Contingency Plan, which is used as a working document and includes all required elements and a full range of foreseeable major incidents or crises. This includes a chain of command, disaster support resources and initial reporting and procedure.

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?**

2

It was considered that sleeping areas, common rooms, toilet and bathroom provision is satisfactorily separated for boarders of different ages and gender.

There are however discrepancies of quality of boarding provision for different genders and to some extent discrepancies in principles and practice and reference is paid to these discrepancies in further standards. The standard of accommodation in Holbache House, for 6th Form boys, is very poor and, as mentioned above, a new house is being built on site.

There are plans to refurbish School House. Redecoration and re-carpeting have taken place in Guinevere and this is a pleasant environment for younger and 6th Form girls.

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

Oswestry School offers a wide range of clubs and societies including drama, computing, sports, music, swimming, choir, art, metal modelling, Kung Fu, Chess, Shooting and dancing amongst others. These take place after school in the evening. Additional activities are arranged by "day staff" and boarding staff at weekends.

The School also has good sports facilities and opportunities.

In the summer the boarders have access to the golf course, cricket nets, tennis courts, computer room and playgrounds etc. During the winter and spring they have access to activities rooms, the gym and indoor pool etc.

Free time for boarders varies somewhat according to age group and is clearly set out.

Boarders commented that they had sufficient 'free time', which they appreciated.

Access to computers appeared satisfactory with clear laid down rules and inappropriate material and use of chat rooms blocked.

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

It was considered that the boarders have adequate opportunity to express their views. This takes place informally, through regular conversations between boarders/parents and the house parents/senior staff and the other teachers, and formally, through the Boarding Council which has been established. This comprises representatives from each of the three houses; boarders can register their concerns through this forum. There was evidence that changes have been made as a result of listening to boarders views eg review of evening menus, review of prep arrangements at the week-end for Senior Boarders and a review of the rule relating to the wearing of school uniform after school hours in town.

Standard 13 (13.1 - 13.7)		
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>Prefects are selected on the basis of their suitability for the role.</p> <p>There are full policy documents available including the expected Duties and Responsibilities. The Prefect Body meet each week with the Head of Sixth Form to discuss matters arising. A representative of Senior Management may attend these meetings when appropriate.</p>		

Standard 14 (14.1 - 14.6)		
Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.		
Key Findings and Evidence	Standard met?	3
<p>It was considered that the outcome for each boarder in this instance was met. They each have a personal tutor, houseparent, matrons and an independent listener to whom they can turn and boarders are encouraged and enabled to approach any member of staff at the School. Discussions and observations indicated that the boarders always felt that they could turn to someone and that the Headmaster, his Deputy and the Senior Master operated 'open door' systems for pupils.</p> <p>The tutoring system at the School appears to work satisfactorily, students reported that it functions well, and records are maintained. It was considered as previously mentioned that the communication channels between academic and pastoral staff could be improved, when relevant information is shared and recorded professionally to indicate that action has been taken when necessary. The school has an "independent listener" (CRB seen) whose contact number was displayed on various noticeboards. External counselling has been sought in the past when considered appropriate.</p>		

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

All boarders are registered with the local medical practice in Oswestry. Each boarder has a medical, arrangements for dental and optical attention are in hand and individual records are maintained. Senior Boarders reported that they could choose whether or not to be accompanied and there is some choice within the practice as to whether a man or a woman doctor is seen.

Prescribed medication is only given to the relevant boarder and this medication is kept within a locked cabinet within the boarding house. At the time of this inspection it was not considered that the recording, storage and administration of medication was entirely satisfactory in accordance with the stated procedures that the School have in place. A number of out of date medicines were found in two houses, in one house individual records were not being maintained, the staff had no knowledge of Medication Administration Recording (MAR) sheets.

The school has written protocol and guidelines on the use of Non Prescribed Medicines (Homely Remedies) and at the time of this inspection it was reported that no boarder was self-medicating however a number of homely remedies were found in dormitories.

Staff administering medication had received no training on the subject and it was acknowledged that first aid training was not up to date and that a nominated first aider was not available at all times.

Accident records are maintained by the Bursar and Health and Safety Officer and it was evident that they had monitored recent accidents. It is recommended that an accident book

be maintained in each boarding house and that these records be monitored, reviewed and collated at regular intervals.

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

There are 'sick-bays' for the use of boarders if the need for separation arose in each house. One of the staff would check on the child regularly and a record kept. If the boarder remains in the boarding house a member of staff is on duty at all times and boarders are made aware of who is on duty and where that person is.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence

Standard met?

3

'Learning Support' in Oswestry School is coordinated by the Head of Department, who has many years experience and is well qualified, from one centralised location - Spooner Cottage. Agreed and written individual 'welfare' plans are fully prepared for each boarder with special needs and these are regularly reviewed and updated. Confidential information is given to all relevant staff. As previously mentioned it was considered that there should be written evidence to indicate that communication between all staff was professional and positive and that if a boarder had a problem, or concerns were identified, all staff would observe and liaise. Boarders with medical difficulties appeared to be treated and supported in an entirely satisfactory manner and there was evidence received to indicate that fellow boarders and staff are fully supportive at times of personal stress and homesickness. It was acknowledged that one boarder with bed-wetting problems should have a professional recorded care plan in place to indicate that the problem is appropriately supported and managed professionally and sensitively. Assessments are made by external agencies when necessary, usually but not invariably an Educational Psychologist. Pupils with emotional or behavioural difficulties may also be referred to outside agencies either directly by the school or by parents via their GP.

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>At the time of this inspection there was no evidence to suggest that any boarder was experiencing discrimination and a number of boarders indicated that they were mindful of groups who required encouragement to integrate, and supportive of those arriving from other ethnic backgrounds.</p> <p>There was evidence that the School demonstrates a commitment to equal opportunities. It was confirmed that those of other faiths can be excused Chapel and one student had been provided with a quiet space for prayer. It was particularly evident in Holbache House that events and cultural festivals were being used as opportunities to support students. Policy documents on countering discrimination have been developed and are given to all staff and prefects.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are able to contact their parents and families in private via the following means – fax, mail, E mail, school telephones, mobile phone and verbal messages passed by administrative staff.</p> <p>Boarders do not need permission to contact their parents at any time.</p> <p>During the school day, prep and activity time non-essential calls are not allowed.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>There appeared to be are satisfactory systems in place for providing and distributing pocket money and for looking after personal possessions. Records were seen to be maintained. Each boarder has a locker to keep personal possessions and valuables or some boarders ask Houseparents to keep things safe for them.</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>The induction and guidance for new boarders is arranged by boarding staff. Experienced boarders act as mentors and those spoken to were complimentary regarding the process. There are full written guidelines in a pupil handbook which includes an introduction and aims of the school, school rules, bullying, a calendar of events, complaints and relevant telephone contact numbers. Overall students said that their introduction and induction to the school had worked well.</p> <p>Prospective boarders may stay in the boarding houses for 'taster' nights if requested.</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
The school does not recommend or recruit guardians.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	2
Records of risk assessments, punishments, complaints and accident records are maintained at the school. There were no records of risk assessments in the boarding houses and this is a matter which needs urgent attention. It was acknowledged that these, when in place, and records of sanctions and accidents should be maintained in a universal way in each house and that these should be monitored and cross referenced, at least twice a term, by a designated senior member of staff.		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
The menus, discussions and meals taken with boarders during the inspection indicated that meals provided are nutritious and well balanced with sufficient choice of hot and cold food at each meal. Detailed information was available for boarders who required special diets. Dining facilities were considered satisfactory and crockery, cutlery and the facilities were considered to be clean and sufficient. Boarders were seen to have sufficient time to eat their meals and were not hurried in any way. All kitchen staff have undertaken the relevant training in food hygiene and plans are in hand for future training. At the time of the most recent Environmental Health Officers inspection matters were reported to be generally satisfactory in the kitchen and that a good standard was being maintained. The "Scolarest" systems were very well organised and maintained. It was considered that house staff who prepare food in the boarding houses should receive Basic Food Hygiene training and that facilities for preparing food in two of the boarding houses could be improved. All areas used for food storage and preparation should meet safe hygiene standards. The adequacy of the kitchen area in Holbache and use of a WC immediately off that area needs to be reviewed.		

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
Boarders have satisfactory access to drinking water around the school, in the common rooms and in the dining room. Snacks may be prepared in the kitchenettes and kettles, microwaves and toasters are available.		

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
Full emergency evacuation procedures are available and have been tested from sleeping and living areas. Fire evacuation procedures were seen on display and boarders stated that they knew what to do in the event of the alarm being sounded. Fire drills are regularly carried out and take always take place at the beginning of each term. Emergency lighting, fire alarms and fire fighting equipment are regularly tested and records are maintained. The school has a contract with a local firm who provides 24 hour cover. At the time of the most recent Fire Officer's Inspection (May 5th 2004) matters were reported to be generally satisfactory and recommendations made were reported to have been complied with.		

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
Onerous demands on boarders at the School, including sport, outward bound activities, appearances in school plays, concerts and public speaking events, lengthy travel or examination pressures are identified and Housemasters, Tutors and Matrons monitor the boarders and will draw attention to those who need special consideration at certain times in briefings and meetings.		

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?	3
Only very few children are accommodated at the school, other than pupils, when they stay overnight for a 'taster'. The school is committed to gaining all relevant consent forms from parents if this should happen in the future.		

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?	4
The school has put a lot of effort into ensuring that procedures for off site visits and high risk activities are in place. Model risk assessments have been constructed alongside procedures which include parental consent forms, the requirement for staff to submit formal off site visit proposals which have been agreed by the Head, guidance as to safe practice for equipment, staffing, information etc., agreed codes of conduct and emergency contingency plans. Events have required that these have been tested in practice and have worked well.		

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
Boarders are able to access information about events in the world outside the school in several ways. The boarding houses have a television in each common room and daily newspapers are provided throughout the School. Boarders have access to computers and a number have mobile phones. It was noted that current issues of topical magazines were also available. Boarders can go on shopping trips and access Oswestry town centre, the younger ones being accompanied. Boarders attend numerous off-site facilities and activities and are accompanied by staff. The activities are assessed for age appropriateness and all are authorised by the Housemasters.		

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence

Standard met?

3

Records and discussions with staff and boarders identified no problems with the staffing levels.

There is a set duty rota, duty systems are outlined in the Staff Handbook with details of duty cover also.

It was reported that satisfactory cover for sickness is in place and in addition to this there are a number of staff who live on site, or adjacent to site, who would cover if required.

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?

2

Visits off site, all school trips and trips abroad are covered by separate full and concise policies that have been given to all relevant staff and boarders.

Policies and procedures appear to fully comply with DfES guidance.

The school has 5 mini buses, which are subject to regular checks however no records are maintained.

GAP students are not left alone in charge of boarders without adequate 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>There are resident Houseparents in each house who are on call at night. When they have an evening/night off there is a duty rota indicating the member of staff who is to cover.</p> <p>There is at least one adult member of staff sleeping in each house each night</p> <p>There are additional members of staff sleeping on site each night to help if necessary and all houses have mobile phones.</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?	1
<p>Job descriptions were not seen on staff files and some boarding staff reported not having had a job description and were unclear about their line of accountability. Although GAP staff had attended a national induction, and boarding staff reported good “handover” into their role, there were no records of induction and none of the staff had attended training in boarding practice. There was also a lack of other training opportunities such as 1st Aid, Basic Food Hygiene and Health and Safety – all of which are relevant. There appeared to be no formal arrangements for supervision, monitoring or appraisal of boarding practice. Arrangements provided through “Scolarest” for ancillary staff were very good.</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
<p>A Staff handbook does exist which provides all relevant guidance, policies and procedures. and is provided for staff. However it appeared that a new member of Boarding staff had not been provided with a handbook on appointment and had had to request one some weeks after working at the School. In direct contrast, GAP students reported that they had been able to read the handbook via IT prior to coming to the school.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>Comments received from boarders indicated that relationships with staff are generally based on good professional and personal relationships. Observations indicated that boarders related easily to the staff caring for them in both boarding houses. Those boarders who spoke with Inspectors did so in an open and friendly manner, which was taken as an indication that they did not feel inhibited from doing so. More senior boarders stated that they were more than happy regarding the respect they received from the staff in addition to the help encouragement and supervision.</p>		

Standard 37 (37.1 - 37.2)

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

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

Staff supervision of boarders did not appear to intrude unnecessarily on boarders' privacy and no reports were received that there was any perceived intrusion.

In the boarding houses, it was evident that boarders considered their bedrooms to be generally their private space during the times that they were in residence.

Staff were seen to be supervising, available, but not intruding at inappropriate moments.

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?****1**

The files dedicated to CRB disclosures suggested an extremely robust approach by the school with CRB disclosures available for staff at all levels in all roles – peripatetic teachers, painter/decorators, ancillary staff, taxi drivers, etc. However, the eight files examined in detail showed inconsistencies. One file also lacked a reference from the previous employer. There was no evidence that references had been verified. It was apparent that interviews had taken place, but records were scanty and there was no evidence that qualifications had been checked.

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?****1**

As mentioned above, the checking process appeared inconsistent. For instance, there was no evidence for a GAP student of any statement of good conduct or police check but a Police Certificate from their home country for another. Five files for houseparents did contain appropriate CRB but one, appointed in 2004, had no record available. This latter file raised particular concerns given the lack of a reference from a previous employer.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

2

It was reported that there is a rolling programme of decoration and Guinevere House had clearly benefited from this and provided a pleasant environment for the girls. All areas are adequately lit and appeared warm. The quality of furnishings varied somewhat, with some worn and tired looking furniture evident in School House and Holbache. The cleaning regime at the school is clearly good and well organised, but challenged by the poor state of repair in some areas of School House and in Holbache.

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

Boarders sleeping and living areas are for the exclusive use of boarders and other scholars must seek permission from the resident boarders and the house-parents to enter. Where feasible, given the nature of the site, suitable and adequate security measures are in place to prevent unauthorised access by the public, these measures were reported to be kept under constant review and include security lighting in key areas, security patrols late at night, key pads on doors, alarmed exits and a set of procedures for staff to lock access to parts of the School at specific times of the day and night.

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?	2
Beds were generally of good quality and arranged in a way to maximise use of space. One dormitory in Guinevere appeared over-crowded but it was reported that this was to be addressed. Bunk beds are not used except in one sick bay. The dormitories are well provided with windows. Some of the dormitories in School House are not carpeted and have very slippery and uneven wooden floors. No problems were reported regarding the amount of storage available for boarders' use.		

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
The school has suitable facilities with "prep" rooms used extensively for the younger students and older students having their own study facilities within their rooms.		

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?	3
There are adequate numbers of toilets and washing facilities and privacy has been promoted through use of curtains, cubicles and provision of locks. Facilities are not inappropriately shared by boarders of widely differing ages and it was stated by boarders that there are sufficient WCs/showers etc to avoid queues, particularly as there is a choice as to whether showers are taken in the evenings/mornings etc. Suitable sanitary disposal systems are in place. There are well organised systems for ensuring cleanliness and hygiene, where the accommodation permits.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
There are changing facilities available and/or boarders return to their houses to change.		

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
There are common rooms in all houses, providing a variety of opportunities for TV, quiet contemplation, socialising, etc. The school grounds are spacious with all sports facilities including a swimming pool, used under supervision.		

Standard 47 (47.1 - 47.9)

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

Key Findings and Evidence**Standard met?**

1

Inspectors concluded that there were insufficient measures in place to ensure that the school has taken reasonable steps to avoid safety hazards for boarders. Although fire risk assessments are in place, and there are very good risk assessment formats available for off-site visits and activities, there did not appear to be any general environmental risk assessments in place relating to the Boarding Houses. This was considered an activity which needs to be undertaken urgently, given some of the hazards being posed. Of particular concern is the environment within Holbache House, both in general terms and in terms of the age of the wiring and the demands being made on flexes and sockets by the students' electrical equipment. Although PAT testing had been carried out generally within the school and for students' possessions in School House, this did not appear to have been done elsewhere. Although it was stated that windows above the first floor had been restricted, this was found not to be the case and another area requiring attention, particularly those areas where windows open onto School House roof.

Standard 48 (48.1 - 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

Key Findings and Evidence**Standard met?**

3

Each house has a sick bay where boarders who are ill can be cared for and isolated if necessary.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence**Standard met?**

3

It was considered that the boarders bedding and clothing is regularly and satisfactorily laundered on the premises.

The frequency, return of clean clothes, storage and quality all appeared well organised. House staff and boarders also have the opportunity of laundering personal items in each boarding house.

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

Neither boarders nor staff raised any concerns regarding this issue.

The school shop is open daily at specified times, as previously mentioned all boarders may access Oswestry town centre, which has many shops, and it was evident that staff in each house would obtain items that the boarders were in need of. Emergency stocks of some toiletries are also held by Houseparents.

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

No such lodgings are arranged.

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

When boarders require off site accommodation it is checked by staff and may, at times, involve the use of a third party. It was considered that every check possible and risk assessments are undertaken.

When boarders are staying in such accommodation it was reported that they are accompanied by school staff at all times and there are satisfactory arrangements in place for boarders to make contact when they are away.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D**HEAD'S RESPONSE****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 7 May 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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 3 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 P D Stockdale of Oswestry 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 _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I Mr P D Stockdale of Oswestry School 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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

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