



Making Social Care
Better for People

inspection report

Boarding School

Eagle House

Sandhurst

Camberley

Berkshire

GU17 8PH

22nd, 23rd, & 24th June 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION

Name of School

Eagle House

Address

Sandhurst, Camberley, Berkshire, GU17 8PH

Tel No:

01344 772134

Fax No:

Email Address:

info@eaglehouseschool.com

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

Eagle House School

Name of Head

Mr Simon Carder

CSCI Classification

Boarding School

Type of school

Independent day and boarding school

Date of last boarding welfare inspection

15.05.01

Date of Inspection Visit		22nd June 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Maire Atherton	074456
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Peter Willerton	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR. SIMON CARDER	

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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 Eagle House.

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.

Eagle House is an independent day and boarding preparatory school for children aged between 3 and 13 years. Eagle House was founded in 1820. It is a charitable trust and is owned by Wellington College although run as a separate school.

The main school accepts girls and boys aged 7 to 13 as day pupils or boarders. The school has one boarding house that may accommodate up to 44 boarders. The majority of the boarding facilities are for boys; one dormitory is available for girls. At the time of this visit approximately half the boarders were full boarding and half were weekly boarders. The school also offers occasional boarding for day children and this opportunity is said to be regularly used.

All the facilities of the school are available to the boarders in the evening and at weekends, with appropriate staff supervision.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

There was evidence of the existence of positive relationships between the house staff and the boarders. The Pastoral Care Group system works well to ensure that staff are fully aware of those pupils with relevant health and welfare needs and that appropriate action is taken where necessary.

Good systems of communication, both formal and informal, were seen in practice across the boarding house. In discussion and in the questionnaire responses boarders identified a range of people to talk to.

The boarders reported a high level of satisfaction with the activities provided by the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The need to adopt a robust approach to the risk assessment process is needed in a number of areas identified in the recommendations of this report.

Some attention is needed to further develop Policies and Procedures to underpin the good practice seen. The recruitment process needs to be refined to ensure all checks are systematically undertaken on all staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This school has been inspected for the first time against National Minimum Standards introduced from 1 April 2002. As a result, this report may contain a substantial number of recommendations. If so, the number of these should fall significantly at the next inspection when the school will have had time to take account of the new legislation and standards and to take action to meet them.

There is a warm, friendly atmosphere in the school. The new housemaster and his family have made some changes in boarding, which the pupils have appreciated.

This was a positive inspection. There was much evidence to indicate that Eagle House is safeguarding and promoting the welfare of children in its care. Some recommendations are made, and some advice given in the text of the report, to build on the already good standards of care seen.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION
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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			
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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	BS2	A verbal briefing on the bullying policy is given to pupils for whom English is not their first language.	31.10.04
2	BS3	The child protection policy is to be reviewed to ensure that all the elements outlined in the standard are included.	30.09.04
3	BS5	The complaints policy is to be reviewed in the light of the standard and a system for recoding complaints is to be developed.	30.09.04
4	BS14	The school is to identify a person (other than a parent) outside the boarding and teaching staff of the school whom boarders may contact directly.	31.12.04
5	BS15	Controlled drugs need to be recorded in a bound book accordance with guidance issued by the Royal Pharmaceutical Society.	30.09.04
6	BS16	Boarders in sickbay are to be enabled to summon assistance readily and rapidly when necessary.	15.09.04
7	BS18	A strategy is to be developed to ensure that all boarders feel that they are treated equally.	31.12.04
8	BS20	A written record be kept of pupils' personal possessions looked after by the school.	15.09.04

9	BS23 BS29 BS45 BS47	<p>A more robust approach to recording risk assessments is to be adopted.</p> <p>Risk assessments are to be routinely monitored as outlined in the standard.</p> <p>All the windows accessible to boarders above the ground floor must be risk assessed and any required action identified to minimise risk is to be implemented.</p> <p>Written risk assessments to boarders from inherent hazards in the school buildings, activities or grounds should be made easily accessible.</p>	31.12.04
10	BS38	All the staff recruitment checks outlined in the standard are to be undertaken and evidence of these made available.	30.09.04
11	BS41	The installation of an alarm system to alert staff to unauthorised entry to or exit from the boarding house should be installed.	30.11.04
12	BS44	The toilet and washing facilities are to be reviewed, both in terms of number and distribution.	31.12.04

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	BS3	Ancillary staff should be given a briefing on responding to suspicions or allegations of abuse.
2	BS8 BS35	<p>The House Master should receive child protection training.</p> <p>Further training opportunities in boarding practice are needed for both new and experienced staff.</p>
3	BS15	Written parental permission for emergency treatment should be obtained.
4	BS17	Pupil records should detail the support provided to them at times of personal stress.
6	BS24	The menus should be reviewed and consideration be given to providing an alternative at suppertime.

7	BS25	Consideration should be given to providing years 7 and 8 with a snack before bed.
8	BS34	An induction checklist should be developed for staff with boarding duties.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	22/06/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	53
Number of Inspector Days spent on site	7

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

7

 TO

13

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

Boys	42
Girls	2
Total	44
Number of separate Boarding Houses	1

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

The information outlined in the standard is included in the school prospectus and in the boarding handbook for parents.

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?

2

There is a policy available and the inspectors were informed that it is scheduled for review in the near future. The inspectors were informed at the beginning of the inspection that bullying was a current concern of the Pastoral Care Group. The Pastoral Care Group is chaired by the Head or Senior deputy and comprises the House Master, resident matron, the pastoral year heads for each year group and the day master. During the course of the inspection the inspectors met a majority of the pupils. The inspectors gained the impression that bullying was perceived to be a problem by a number of the pupils from overseas. There were a small number of perpetrators identified and there was evidence that instances of bullying had been addressed when staff had become aware of them. Overseas pupils did not appear to have a clear understanding of what they should do in the event of being bullied. It is recommended that a verbal briefing on the bullying policy be given to pupils for whom English is not their first language.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

73.5

%

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
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There is a child protection policy available. There are omissions from the policy that need to be included to meet the standard. The missing pupil policy also needs to be expanded to outline the role of the senior staff member on duty in such an event. The policy provides a good working document for staff. It is suggested that it is linked to other relevant policies and procedures.

Staff spoken with were clear about what action to take in the event of child protection issues being told to them or observed by them. All staff knew the name of the designated person. It is advised that ancillary staff are given a briefing on responding to suspicions or allegations of abuse.

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
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There is a code of conduct in the school planner and every pupil has a copy. The plus and minus system was well known and understood by pupils. They reported that it was a fair and well used system.

The prefects were clear that they should not issue sanctions. However there were a couple of examples given where prefects had given minor punishments, for example stand a pupil outside their dormitory or require them to clear the table in addition to their usual chores. The head undertook to ensure that the prefects clearly understood that they could not give any punishment. This was to be incorporated into the written briefing for prefects.

Standard 5 (5.1 - 5.7)
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence	Standard met?	2
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There is a complaints procedure available. It was noted that one element outlined in the standard is not included in the policy. There was a good working knowledge of complaints and how the school manages these. A central record of complaints is not kept and this was acknowledged in the pre-inspection information that was submitted by the school. The complaints record is currently made in the file of the relevant pupil. At the time of this visit this was under review.

Number of complaints, if any, received by CSCI about the school during last 12 months:	0
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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>This standard was evaluated as met on the basis of discussion with the co-ordinator of the Personal and Social Development programme for the school and a form tutor who delivers the programme. The inspectors were informed that the syllabus is themed each term and is delivered throughout the whole school first lesson on Monday mornings. Resources are available to teachers from the co-ordinator and the day master.</p> <p>The health education policy was not seen during this visit.</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>The records seen clearly identified relevant health and welfare information provided by parents. This was well supported by the inclusion of minutes from the weekly Pastoral Care Group meetings where relevant. Welfare issues in respect of pupils were well known to staff and appropriate action was evident where necessary.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

There is clear and well organised leadership in the school. The management team meet regularly. The House Master has experience in boarding. It is advised that the House Master undertake formal child protection training.

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

The Head and the Bursar outlined the crisis management strategy. The school also has the benefit of the links with and proximity to Wellington College in the event of an emergency.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence

Standard met?

3

The school operates a system of house prefects sleeping in each of the dormitories. This system was reported by pupils and staff to work well. The role was seen to be clearly understood and monitored. Different year groups use the bathing facilities in the boarding house at different times. The inspectors saw this system in operation.

Standard 11 (11.1 - 11.6) There should be an appropriate range and choice of activities for boarders outside teaching time.		
Key Findings and Evidence	Standard met?	3
<p>The questionnaires completed by pupils indicate a good level of satisfaction with the activities available outside teaching time. This was confirmed in conversation with the pupils and observed one evening. Two girls spoken with indicated that they felt that the range of activities was weighted towards the boys. The girls were observed participating in the activities available on the evening the inspectors spent in the school.</p> <p>The inspectors were pleased to learn of the plans to provide internet access, with appropriate safeguards, to pupils in the boarding house.</p>		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	4
<p>A house meeting takes place every evening. The inspectors were given examples of how ideas proposed by pupils had been implemented. The House Master has introduced a 'drop box' where pupils can write their ideas/concerns down. There was evidence that this system had been introduced thoughtfully and was being well used. It is advised that all the letters be retained alongside a record of action taken.</p>		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	2
<p>The inspectors met with the house prefects. They were clear and confident about their role and impressed the inspectors with the level of maturity displayed. The prefects confirmed that they had had regular meetings with boarding staff prior to this term. This had included an induction to the role. The written guidance available for prefects did not include any reference to their powers. The Head undertook to include this in the written guidance for pupils (see Standard 4).</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?	2
<p>The pupils spoken with and in the questionnaires identified a number of adults in the school they would feel comfortable to approach for personal guidance. The shortfall in this standard is that the school does not have an identified person outside the boarding and teaching staff of the school whom boarders may contact directly. This was discussed during the course of the inspection and the Headmaster identified a potential candidate for the role.</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

There is good training for staff in first aid and the inspectors were informed that there is always an adult on duty who has had some first aid training. A local G.P visits the school three times per week if required. There was evidence of good links between the school and the local G.P.

The matron demonstrated good storage, stock control and administration records of medication. Controlled drugs need to be recorded in a bound book accordance with guidance issued by the Royal Pharmaceutical Society.

The responsibility for arranging routine healthcare appointments remains with the parents. The school supports pupils in attending follow up appointments where necessary.

The school has a list of parental permissions that are obtained prior to admission to the school. The list does not include permission for emergency treatment and it is advised that this be included.

Standard 16 (16.1 - 16.3) Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.		
Key Findings and Evidence	Standard met?	2
There is a sick bay that can accommodate two pupils. This was in use at the time of this visit and inspectors saw that a pupil was checked on regularly during the afternoon. It appeared that boarders did not have the facility in sickbay to summon assistance readily and rapidly when necessary. This needs to be addressed.		

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?	2
The staff spoken with demonstrated a good awareness of those pupils who were experiencing personal difficulties and there were examples seen of how these difficulties were managed. The Pastoral Care Group system, the house staff group meetings and the 'Handle with Care' board work well together to ensure that all who need to know are fully informed. The knowledge of staff evidenced through discussion was not always demonstrated in the sample of written records seen.		

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?	2
This standard was evaluated on the basis of discussion with pupils from overseas. The majority of those spoken with did not feel that they were treated the same as the other pupils. This was particularly an issue for the girls, both from overseas and the only two boarding full time. Discussion indicated that the school were very aware of and attempting to address the issue, examples of which were given. A strategy to address this needs to be developed.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
There is a card phone available in the boarding house. A number of pupils have their own mobile phones. Pupils may receive calls from parents on the phone in the matron's sitting room. There is an attractive display of clocks in the boarding house that display the time in the homes of all the pupils. Pupils would like increased access to email facilities and the school has plans to provide this next term.		

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?	2
The school does not provide a secure place in the boarding house for all pupils to store personal possessions. Pupils can request that staff look after monies on their behalf, and wallets were seen. It was not clear whether pupils are issued with receipts for these. Pupils said that they were not provided with receipts for confiscated items. It is recommended that a written record be kept of pupils' personal possessions looked after by the school.		

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
There are two handbooks available for pupils, one for the years 3,4, and 5 and another for years 6 and 7. These are well written and accessible to pupils. There is a buddy system in place, which was outlined by pupils and was felt to work well.		

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
This standard is not applicable, as the school does not appoint 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
The records outlined in the standard were reported to be monitored by members of the management team. There was evidence that risk assessments are not routinely monitored as outlined in the standard.		

Standard 24 (24.1 - 24.8)		
Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	2
<p>Catering in the school is contracted out. Pupil questionnaire responses indicated considerable dissatisfaction with the food. Discussion with pupils revealed that the main source of this was the lack of choice at suppertime and the perception that the menu was quite repetitive, in that potatoes in one form or another featured very regularly. In one week potatoes were in 10 out of 14 lunches and suppers. It is advised that the menus be reviewed and consideration be given to providing an alternative at suppertime. Breakfast, particularly on Sunday, was the favourite meal and the salad bar at lunchtime was also appreciated.</p> <p>On one occasion during the course of the inspection the inspectors observed a long queue for lunch. Pupils did not see this as a problem and reported that the method usually worked well.</p> <p>There is a good system for providing staff with appropriate training in food handling and hygiene. All staff working with food hold a current certificate in food handling and hygiene. The latest report from the Environmental Health Department, dated 1/3/04 was available. The officer recorded confidence that the recommendation would be met. The catering manager confirmed that the issues raised had been addressed.</p>		

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?	2
<p>Pupils said that they obtained drinking water at night from washbasin taps. These outlets were not marked as drinking water and it is recommended that confirmation of the quality of the water be obtained and the outlets marked accordingly.</p> <p>There is a system in place to provide younger boarders with a snack before bed. This does not formally extend to years 7 and 8 and it is advised that this be considered.</p>		

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
<p>A fire safety officer had visited the school just prior to this inspection and the report of the visit was available. The Bursar undertook to ensure that the recommendations made by the fire safety officer were met by September 13th 2004.</p> <p>Boarders spoken with confirmed that drills took place and outlined with confidence what they would do in the event of a fire.</p>		

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
There were clear examples given by pupils of awareness by the housemaster of when they had heavy schedules due to performances and how they had received help to manage these demands.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
This standard is not applicable.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	2
This standard was evaluated as almost met on the basis of one risk assessment seen in respect of a camping trip taking place at the time of this visit. The Head had more information about the trip than was recorded in the risk assessment. It is recommended that a more robust approach to recording risk assessments be adopted.		

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
There is appropriate limited supervised access to local facilities. A number of newspapers are delivered to the school daily. They are available in the old library and pupils were seen reading them. No pupils leave the school site unless accompanied by their parents or staff.		

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	3
<p>During the course of the inspection it was clear that the staffing levels were sufficient to meet the needs of the boarders outside teaching times. There were three adults on duty with clearly defined responsibilities for pupil groups. There was always a female member of staff on duty. This was usually the matron; a staff member and pupils expressed the view that perhaps the girls who were boarding had limited opportunity for adult female social interaction.</p> <p>There is a core group of resident staff who undertake the majority of boarding duties. Members of the teaching staff who undertake boarding duties on a rota basis supplement this team twice a term on average.</p> <p>Boarders reported that there were sufficient staff available at all times. There is a clear system in place for identifying the members of staff on duty and this was well known to pupils.</p>		

Standard 32 (32.1 - 32.5) Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.		
Key Findings and Evidence	Standard met?	3
<p>It was clearly understood that pupils should not leave the school site unless accompanied by an approved/authorised adult. There was a signing in and out system in place. It was not always clear that parents and pupils were familiar with the system, particularly on Saturday afternoons when weekly boarders go home. It is suggested that the system be more widely publicised.</p> <p>The staffing levels on the camping trip, as indicated in the risk assessment properly exceeded the DfES advisory minimum ratio.</p> <p>The transport policy as outlined by the Bursar met the requirements of the standard.</p>		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>There are 9 adults sleeping in the boarding house and there is a notice board to inform pupils who is on duty each night. Boarders outlined the system for contacting the duty staff and expressed confidence in it.</p> <p>A register is taken each evening in the house meeting to confirm the whereabouts of pupils.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>At the time of this visit the Housemistress (wife of the Housemaster) was on maternity leave. The inspectors were informed that written guidelines for this new role were to be developed. Gap staff outlined the induction they had received. It is advised that an induction checklist be developed for staff with boarding duties. The induction would benefit from the inclusion of a verbal briefing to underpin the written policies and procedures made available to staff. The housemaster had undertaken some training in his last appointment. Further training opportunities in boarding practice are needed for both new and experienced staff.</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>There is an up to date staff handbook and staff spoken with confirmed that they were familiar with it.</p> <p>The staff disciplinary procedure is included in the individual terms and conditions for staff.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
There was evidence of the existence of positive relationships between the staff and the boarders. Where there were some difficulties these had been acknowledged and action taken to address these. Boarders spoke very warmly about the housemaster and in the questionnaires approximately 82% of pupils cited him as someone they could talk to about a problem.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
There were no concerns expressed by boarders or observed by inspectors in respect of this standard. Proper regard for privacy was seen to be adopted by the staff on duty.		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The recruitment records seen did not evidence that all the required checks had been undertaken. All files seen indicated that a Criminal Records Bureau check at the appropriate level had been undertaken. Not all staff had two references on file, there was no evidence that direct contact with referees had been made, and in one case a full CV had not been obtained. The same level of checking is required for Gap appointments, even if the school already knows the student concerned.</p> <p>The headmaster is responsible for the recruitment of teaching and boarding house staff, the bursar and the general services manager share responsibility for the appointment of ancillary staff. It is recommended that a checklist be devised to ensure that all the recruitment checks outlined in the standard are undertaken and evidence of these be made available.</p>		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
<p>The staff spoken with were clear about the protocols in place in respect of visitors to the house.</p> <p>All adults living in boarding accommodation that are employed by the school.</p>		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The week prior to this inspection had been unusually warm and pupils reported that the dormitories were poorly ventilated. This was not evidenced during the course of this visit when the temperatures were significantly lower.

The boarding house was seen to be in a satisfactory condition. The pupils commented positively on the introduction of new colour schemes.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

2

The inspectors were made aware of a method of entry into and exit from the boarding house that could be used by pupils unknown to staff. The installation of an alarm system to alert staff to unauthorised entry to or exit from the boarding house should be installed.

It was clear that the dormitories in the boarding house are for access only by boarders. The boarders use the old library as a communal area. It is also regularly used for school events, such as a year 7 parent's forum as happened during the course of the inspection. It was evident that the use of this had an impact on the boarders evening activities, although they did not perceive it as a problem.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>There are 6 dormitories, one four bed, one seven bed, three eight bed and one nine bed. Bunk beds are used in three dormitories where space is at a premium. The use of a bunk bed in the smallest dormitory was a concern as it was used by the year 8 pupils. This was said to be exceptional for this year as there were a large number of year 7 boarders. The inspectors were informed that this dormitory was unlikely to be used by year 8 boarders again.</p> <p>The girls' dormitory is fully separate from those of the boys. The inspectors were informed that the location of the girls' dormitory was under review.</p> <p>The boarders reported that the beds were comfortable and the bedding was of a good standard.</p> <p>All staff accommodation is separate from that of boarders. There is a separate bathroom for staff who do not have facilities in their accommodation.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>All organised prep takes place in the main school accommodation. Pupils wishing to do private study may use the dining hall in the boarding house. There are no study facilities in the dormitories.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>The toilet and washing facilities would benefit from review, both in terms of number and distribution. The number of toilet facilities just meets the required number, one WC is behind the same door as two shower cubicles and the door does not have lock. Boarders said that this WC is only used after lights out. The number of wash hand basins is just below the ratio outlined in the standard. The boys' facilities are in two blocks, and it appeared to the inspectors that the distribution of the facilities was poor. There is a clear system in place to ensure that boarders of widely differing ages do not share bathing facilities at the same time.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>There are changing rooms available for use by boarders. Approximately 30% of the boys in response to a question in the questionnaire said that their changing room was the area of the school that they most disliked. This appeared to relate to the perceived lack of privacy in the toilet and showering facilities. They were clear that this area was only used when changing for sports.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>The boarders have access to a number of the school facilities with staff supervision as appropriate. This was evidenced during the course of the inspection. The boarders who toured the grounds with the inspectors were proud of the facilities that were available to them.</p> <p>A number of senior boarders felt that there should be a common room available. The inspectors were informed that a review of the accommodation had been undertaken and it was intended that a common room would be reinstated. This is welcomed, particularly as the old library is regularly used for school functions thus preventing use by boarders.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
<p>As previously noted in this report a robust approach to risk assessment records needs to be adopted by the school. All the windows accessible to boarders above the ground floor must be risk assessed and any required action identified to minimise risk is to be implemented. Written risk assessments to boarders from inherent hazards in the school buildings, activities or grounds should be made easily accessible.</p>		

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
<p>There is a separate sick bay, with two beds, with designated toilet and washing facilities nearby. This is adequate for the purpose. The inspectors were informed that the majority of ill boarders go home to parents or guardians.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>The resident matron and assistant matron are responsible for the laundering of clothes and bedding. There is a clear system in place, which was well known to boarders and was reported to work well.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>The resident matron may, on request, purchase minor personal items for boarders that are not available at the school stationery shop. Pupils said that this worked well.</p>		

Standard 51 (51.1 - 51.11)

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

Key Findings and Evidence**Standard met?**

9

This standard is not applicable.

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

There was strong verbal evidence that the requirements of the standard had been met. There are clear expectations of staff involved in the arrangement of off site activities, both residential and non-residential. It has previously been noted that a more robust approach to written risk assessments is needed.

PART C

LAY ASSESSOR'S SUMMARY

(not applicable)

Lead Inspector	<u>Maire Atherton</u>	Signature	_____
Date	<u>19.9.04</u>		_____
BSPI	<u>Peter Willerton</u>		_____
Date	<u>17/9/04</u>		

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 22nd, 23rd, 24th June 2004 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

 YES

Comments were received from the Head

 YES

Head's comments/factual amendments were incorporated into the final inspection report

 YES

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

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 , 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

 YES

Action plan was received at the point of publication

 YES

Action plan covers all the recommended actions in a timely fashion

 YES

Action plan did not cover all the recommended actions and required further discussion

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Simon Carder of Eagle House 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 Simon Carder of Eagle House 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.