



Making Social Care  
Better for People

# inspection report

Boarding School

## **Charterhouse School**

Godalming

Surrey

GU7 2DJ

15th, 16th, 17th and 18th November 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.



<b>SCHOOL INFORMATION</b>
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**Name of School**

Charterhouse School

**Address**

Godalming, Surrey, GU7 2DJ

**Tel No:**

01483 291600

**Fax No:**

01483 291647

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

Governing Body of Charterhouse (The)

**Name of Head**

Rev John S Witheridge

**CSCI Classification**

Boarding School

**Type of school****Date of last boarding welfare inspection**

N/A
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<b>Date of Inspection Visit</b>		15th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Ms R Coler	075511
<b>Name of CSCI Inspector</b>	<b>2</b>	Mr G Cheney	
<b>Name of CSCI Inspector</b>	<b>3</b>	Mr J Croft	
<b>Name of CSCI Inspector</b>	<b>4</b>	Mrs S Floyd	
<b>Name of CSCI Inspector</b>	<b>6</b>	Mrs V Bulbeck	
<b>Name of CSCI Inspector</b>	<b>7</b>	Mrs K Martin	
<b>Name of CSCI Inspector</b>	<b>8</b>	Mrs K Fell	
<b>Name of CSCI Inspector</b>	<b>9</b>	Mrs G Yates	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Mrs J Purkiss and Mrs A Gwatkin	
<b>Name of Lay Assessor (if applicable)</b> 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.		N/A	
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		REVEREND J WITHERIDGE	

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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 Charterhouse 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.

Charterhouse offers education for over 600 boys and one hundred sixth-form girls. It is set on a 200-acre Surrey site, near the A3. In recent years, the School has benefited from the addition of some new academic, sporting and boarding facilities.

The boarding accommodation consists of three original houses, Saunderites, Verites and Gownboys, known as the Block Houses, together with one other, Girdlestoneites, which are grouped at the centre of the School and are collectively known as the 'Old' Houses. The other seven, Lockites, Weekites, Hodgsonites, Daviesites, Bodeites, Pageites and Robinites, were re-sited in the 1970s and are called the 'New' Houses.

The Governing Body of the School has up to seventeen members, one of who is ex officio Archbishop of Canterbury. The Universities of Oxford, Cambridge, London and Surrey, The Royal Society, the Lord Chancellor, the Lord Chief Justice, the Surrey Education Authority and the Masters each elect one member. Three members are elected by the Governors of Sutton's Hospital, four by the Governing Body itself.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

## **Standards which were graded four were as follows:**

### **Standard 11 -There should be an appropriate range and choice of activities for boarders outside teaching time.**

The extra-curricular programme is extensive and new initiatives are being developed to enable individual pupils to achieve as much as possible in this area. Pupils spoke warmly of the range of activities on offer and of all the facilities available over the weekend.

### **Standard 21 -There is an appropriate process of induction and guidance for new boarders.**

The school implemented a positive and innovative induction package for new Boarders (Yearlings) two years ago.

### **Standard 45 -Suitable changing provision is provided for use by day.**

Changing provision is modern, up to date and of a very high standard. It respects privacy and encourages pupils of all sporting ability to use this provision. Pupils valued this facility and it is well look after.

### **Standard 46 -Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.**

There is strong evidence that boarders have access to a wide range of safe recreational areas, both indoors and outdoors.

## **Aspects of other standards which were considered to be worthy of mention are considered to be as follows:**

### **Standard 2 -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.**

The school had a well-developed introduction to the school's anti-bullying policy for new pupils in their first year of the school (yearlings) who were linked to a master for this introduction. Included in this introduction was the development of an anti-bullying charter, which each pupil signed up to.

### **Standard 8 -There should be clear management and leadership of the practice and development of boarding in the school.**

The inspectors considered that the changes to the senior management team completed in the September 2004 provided the school with a positive structure for development. The management team were found to have individual strengths, which enhanced the overall structure of the management team. For example the addition of a female representative on the management team was considered to provide a good role model for pupils and staff alike.

### **Standard 10 -The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.**

Chetwind Boarding House was built three years ago and was found to be a pleasant and suitable premises. All bedrooms have en-suite facilities.

### **Standard 14 -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.**

Inspectors were particularly impressed by the clarity the independent councillor had of their role and how they would implement this within the school.

**Standard 15 -Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.**

All medication was stored securely in locked cupboards on the boarding houses and in Great Comp. Refrigerators were available on the houses if needed. A large stock of vaccines was kept in Great Comp with most stored in a locked temperature monitored refrigerator but with some kept in an unlocked refrigerator. A secure safe was provided in Great Comp for the storage of Controlled Drugs but Controlled Drugs were kept in standard medication cupboards on the houses.

The school had a high percentage of staff trained in first aid. Detailed records were maintained of the name of first aid trained staff and the date of expiry of this qualification.

**Standard 24 -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.**

The school is commended for the efforts it makes to ensure that health and safety issues within the catering department are recognised and dealt with.

**Standard 36 -There are sound staff/boarder relationships.**

Pupils responded to staff requests with cheerful obedience and pupils interviewed were clear that good relationships existed between themselves and staff

**Standard 41 -Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.**

Generally the security measures around the school were found to be satisfactory. The availability of 24-hour security officers employed by the school was considered a positive action.

**WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

**Aspects of other standards which the school should pay attention to were considered to be as follows:**

**Standard 2** -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.

The policy relating to countering bullying lacked detail. This needs to provide a clear definition of bullying and guidance to staff, parents and pupils in relation to how the School will manage incidents of bullying. The policy did not support current practice whereby inspectors saw that senior staff took bullying seriously and would deal with incidents that came to their attention appropriately.

**Standard 3** -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.

The Child Protection Policy is brief and does not provide sufficient detail or guidance nor is it consistent with the Surrey Multi Agency Procedures.

Staff including the designated Child Protection Liaison Officer were not clear of the procedures and their responsibility. Regular training in Child Protection must be provided to all staff and this training should form part of staff induction programmes. Timescales should be set up for regular updated training.

The School must draw up and implement a clear 'Whistleblowing' policy

**Standard 4** -The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

There were concerns about the level of responsibility and disciplinary powers of the Monitors.

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

Any complaint procedure information the school produces should reflect timescales for response and the procedure that the School would follow. The school should separate information regarding complaints and behaviour management within the Master's Hand Book.

**Standard 15** -Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

House Matrons who administer medication had not received any formal training. It is strongly recommended that a training programme is developed by the school for any staff who administer medication to pupils.

**Standard 25** -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.

In many butteries food items were left uncovered and outside of the fridge, no plates were offered and no clean worktops/ chopping boards were available for preparing snacks. Pupils were preparing and eating meals straight from the table. Pupils were in charge of these areas and some staff supervision is necessary to ensure that these areas are left in a satisfactory state of hygiene.

**Standard 26** -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.**

The school received a fire officer's visit shortly prior to the inspection and the report received by the school following this visit was inspected. Recommendations were made relating to better evacuation techniques that would minimise risk. However it was difficult to establish that a clear action plan was drawn up to action these recommendations.

**Standard 31 -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.**

It was noted that on most occasions only or two staff were on duty in the Boarding Houses. Whilst there were no issues observed regarding management or control it would in the inspection teams view be sound and safe practice to review the staffing levels in order to provide additional supervision and support to pupils. In addition Matrons commented that at times during the day their twinning system did not work as their duties meant staff were not available to undertake this work for example when pupils needed to go for hospital visits.

**Standard 38 -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.**

Recruitment practice had improved but the school should check that all the necessary checks are evidenced on all staffs' files.

**Standard 40 -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.**

There were various issues which the school should attend to in relation to heating, lighting and cleaning routines.

**Standard 42-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.**

There were varied sizes of bedrooms in use. In the two houses which are booked for refurbishment some of the boys' accommodation did not meet the minimum requirements for usable floor space. However most pupils commented that they were satisfied with the size of accommodation provided. Of the sixteen parents' comments received two were dissatisfied with the size of their child's bedroom. It should be further noted that new builds at the school had taken into account the need to increase the size of bedrooms.

**Standard 44 -Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.**

Again in boarding houses that had been refurbished there were adequate numbers of toilets and washing facilities in the other two this was insufficient to meet the numbers stated in this

standard. A development plan is in place in order that all toilet and bathroom facilities meet this standard.

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

The School is advised to review its Health and Safety Policy, which also needs to be implemented with greater stringency. In addition the school should ensure that risk assessments regarding the premises are regularly reviewed and kept updated.

The Commission is concerned by the lack of additional car parking within the grounds. A further car park would assist in reducing the amount of traffic around the site.

The number and location of pathways around the grounds did not also allow students and others to safely traverse the school complex and the lighting to the grounds was limited.

**CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The inspectors were confident that the changes being made at the school would enable the school to fully meet National Minimum Standards. The newly formed management team had already begun to implement changes, which assisted in these developments and provided a strong basis for this change to occur.

The school expressed their commitment to work in partnership with the Commission during the inspection and there was a positive ethos that prevailed throughout the inspection. The inspection team would like to thank all those who took part for their assistance in completing the inspection.



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	1	The School should further develop its statement of purpose to fully reflect in detail the information stated in Standard 1.2.	By the 01 April 2005
2	2	The Anti-Bullying policy, procedures and strategies should be strengthened and all staff receive re-training in this revised policy.	By the 01 April 2005
3	3	The Child Protection Policy must be updated in line with comments made in this report then submitted to the Local Area Child Protection Committee for consideration.	By the 01 March 2005
4	3	A Whistle Blowing Policy must be developed.	By the 01 March 2005
6	4	The information for pupils regarding behaviour includes detail about the type of punishment they might receive in relation to the severity of the offence.	By the 01 April 2005
8	4	Records of punishments detail of the pupil's behaviour, which merited the punishment.	By the 01 February 2005
9	5	Any information regarding the school's complaint procedure includes information regarding how a potential complainant could contact the local office of the CSCI.	By the 01 March 2005
11	9	Procedures for dealing with any pupil's illness and or a major accident/ incident are drawn up and distributed.	By the 01 February 2005

13	12	Minutes of the School's Pupil Council meetings provide detail of the names of attendees and include action plans, which note the designated person undertaking any action required.	By the 01 February 2005
14	12	Documented records are maintained of all meetings held between House Masters and House Monitors.	By the 01 February 2005
15	15	The school re-develop its medication procedures and staff training in the light of comments made in Standard 15 of this report.	By the 01 April 2005
16	15	The Emergency Medical Procedure, and the Dealing with Accident and Emergencies Procedure are updated in order to be consistent with the first aid manual utilised by the school.	By the 01 April 2005
17	17	Welfare plans be implemented in line with Standard 17.2. In addition this plan is written and agreed with pupil and where appropriate a parent.	By the 01 April 2005
18	19	The siting of telephones in some Boarding Houses is reviewed to ensure there is adequate privacy.	By the 01 April 2005
19	20	Pocket money accounts maintained include the name of the Boarder, date, nature of transaction (credit or debit), balance, Boarder's and Housemaster's signatures.	By the 01 April 2005
20	20	The school reviews the methods by which Boarders store personal possessions, in order to provide a more secure means of safe storage.	By the 01 April 2005
21	25	It is necessary to ensure that butteries are left in a satisfactory state of hygiene and provided with sufficient numbers of items; such as plates and cups.	By the 01 February 2005
22	26	Fire safety measures within the school are reviewed in the light of comments made in Standard 26.	By the 01 February 2005
23	31	The staffing arrangements and deployment in Boarding Houses throughout the day and evening is reviewed.	By the 01 March 2005
24	32	Written risk assessments are prepared regarding pupils leaving the school site unsupervised.	By the 01 February 2005

25	38	The school reviews recruitment records and practice to ensure that all aspects comply with those referenced in Standard 38 of The National Minimum Standards for Boarding Schools. In particular records of those staff appointed after the introduction of the National Minimum Standards for Boarding Schools.	By the 01 March 2005
26	40	The school review its heating, lighting and cleaning routines in the light of comments made in Standard 40.	By the 01 April 2005
27	42	The school should undertake a review of its sleeping accommodation in relation to Standard 42 of The National Minimum Standards and make a plan to address any shortfall.	By the 01 April 2005
28	44	The school's arrangements for bathrooms and toilets are reviewed in the light of comments made in Standard 44 and make a plan to address any shortfall.	By the 01 April 2005
29	47	Health and Safety measures within the school are reviewed in the light of comments made in Standard 47 of this report.	By the 01 March 2005
30	47	The school should resubmit their proposals to the local council to develop a car park within the school grounds stating clearly the risks that the omission of this facility presents to pupils and staff.	By the 01 March 2005
31	47	The school should also submit a proposal to the local council to increase the number of pathways around the school in order to decrease the use of the roadways by pupils.	By the 01 March 2005
32	47	A plan as to how all the recommendations regarding health and safety issues supplied in a letter from the Commission dated the 29 December 2004 is developed.	By the 01 March 2005

#### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	4	The information for staff regarding behaviour management is separated from detail of complaint procedures and includes detail of punishments, which are unacceptable as detailed in Standard 4.4.
2	5	The school should separate information regarding complaints and behaviour management within the Master's Hand Book.

3	8	The school development plans; monitoring and reviewing systems are developed to form a comprehensive quality assurance programme.
4	12	The School review how feedback is given to pupils following any advisory meeting that is held with pupils and a pupils' comments book, as suggested by the pupils be introduced.
5	15	A development plan should be commenced so that Controlled Drugs will be kept in proper Controlled Drugs Cabinets on Boarding Houses.
6	15	It is preferable if a single medication administration record form is kept for recording all medication administered to a pupil.
7	16	That the school ensures there is a robust procedure for the checking of ill Boarders, in individual house groups, in place at all times.
8	20	That a robust procedure for the recording of items of personal possessions given to Housemasters for safe keeping and subsequently returned to Boarders, is implemented.
9	20	A plan of introducing secure, lockable facilities in each bedroom is introduced.
10	23	The Commission advocates that the school's internal monitoring systems are refined further and are used as a part of the School's Quality Assurance System.
11	24	The School's plans to re-develop the catering arrangements within Duckites should be given some priority.
12	25	The school is advised to ensure that all pupils are aware of the possibility to acquire more food for snacks from House Matrons.
13	25	The School is advised to ensure that the provision of kitchen appliances is provided consistently in all houses.
14	25	It would be beneficial to place drinking water notices at these outlets to ensure pupils know which these are.
15	34	Copies of job descriptions are held on all staff files.
16	34	The following training is recommended: All Housemasters and the Senior Management Team attend the Surrey County Council Multi-Agency Child Protection training. All staff receive training in Equal Opportunities. The management team reiterate with staff their policy on privacy and care of pupils.

\*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

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person or Counsellor	YES
• 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	15/11/04
Time of Inspection	9.00
Duration of Inspection (hrs.)	40
Number of Inspector Days spent on site	30

**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 

13
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 TO 

18
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**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**

<b>Boys</b>	<table border="1" data-bbox="842 362 938 443"><tr><td>600</td></tr></table>	600
600		
<b>Girls</b>	<table border="1" data-bbox="842 443 938 524"><tr><td>100</td></tr></table>	100
100		
<b>Total</b>	<table border="1" data-bbox="842 546 938 627"><tr><td>700</td></tr></table>	700
700		
<b>Number of separate Boarding Houses</b>	<table border="1" data-bbox="842 627 938 707"><tr><td>11</td></tr></table>	11
11		

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?	2
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The School had recognised the need for a Statement detailing Boarding Principles and Practice. The existing Statement was brief and required further development; this had been drawn up using information from documents the school already had in use. In order to fully comply with this standard, the School should review documentation already in use to ensure that the required information is in the Statement and not replicated elsewhere.

When developed the Statement needs to reflect the boarding practice at the School and should be made available to each boarding house, pupils, parents and staff.

A recommendation will be made in relation to this Standard.

**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

The policy relating to countering bullying lacked detail. This needs to provide a clear definition of bullying and guidance to staff, parents and pupils in relation to how the School will manage incidents of bullying. The policy did not support current practice whereby inspectors saw that senior staff took bullying seriously and would deal with incidents that came to their attention appropriately. For example the school had detailed records of where they had dealt with incidents of bullying. The anti-bullying policy also needs to link closely to the School's Child Protection policy and the Behaviour and Discipline (punishments and rewards) policy. Strategies for reporting bullying should be increased across the school with an anonymous referral system being included within this policy

Staff were unsure of the policy. It therefore would be supportive to provide staff with further training in the prevention of, and response to, bullying; including staff to pupil bullying. It was positive to note that two staff were to attend an external training course in relation to the management of bullying which included the development of anti-bullying strategies.

The school had a well-developed introduction to the school's anti-bullying policy for new pupils in their first year of the school (yearlings) who were linked to a master for this introduction. Included in this introduction was the development of an anti-bullying charter, which each pupil signed up to. As the pupils were in vertically aged boarding house groups these charters were not universally available in houses but the school confirmed that these were used if an incident of bullying occurred. The school must consider how pupils entering the school at different stages other than in the first year also receive an adequate introduction to the school's anti-bullying policy. It was positive to note that the school had recently obtained advice cards from "Millie's Charity" on how to avoid bullying. These will be distributed to pupils by the PSHE co-ordinator. Pupils were promised anonymity if they come forward and tell of a specific incident. This would go some way to increasing whole school awareness of the school's anti-bullying strategies.

Most pupils reported in questionnaires that they were not being bullied. Within the School's Oration Quarter Handbook there is a statement regarding bullying for pupils, which states: *"Bullying of any kind is a serious offence. If your relationships with others stops them enjoying time at School you will put your place here in jeopardy..."* However this does not inform pupils about what will occur should they inform on any bullying that occurs; for instance how the school will deal with this.

The inspectors also note that the Senior Management Team were fully aware of the need to treat any bullying effectively.

Recommendations will be made in relation to this Standard. Please also see standard 8.

**PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED**

83

%

**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

The Child Protection Policy is brief and does not provide sufficient detail or guidance nor is it consistent with the Surrey Multi Agency Procedures. The School were unable to locate their copy of 'Working Together To Safeguard Children'. The Child Protection policy must be consistent with the requirements of 'Working Together...' and the elements of this standard. The current Policy details Welfare matters and Child Protection and these are two separate processes, which need to be responded to differently in the first instance. The policy must also provide the names, addresses and telephone numbers of the agencies to be contacted in the event of an allegation/incident of suspected abuse, one of which must be The CSCI, Surrey Local office.

Staff including the Child Protection Liaison Officer were not clear of the procedures and their responsibility. Regular training in Child Protection must be provided to all staff and this training should also form part of staff induction programmes. Timescales should be set up for regular updated training.

The School must draw up and implement a clear 'Whistleblowing' policy that details how the School will provide immunity from retribution or disciplinary action against staff who "whistleblow". Please refer to the Public Disclosure Act.

Recommendations will be made in relation to this Standard. Please also see standard 8.

**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?****2**

There was a behaviour management policy covered in Section B of the Master's Handbook which covered items such as Care and Discipline at Charter House, School Rules, Out of Bounds Areas, Behaviour in Godalming, Queen's Sport's Centre Rules, and Dress Code etc. Detail of acceptable punishments was listed in the Care and Discipline Section of this Handbook. Reference should be made to the list of unacceptable punishments made in Standard 4.4 within the staff policy on care and discipline. As stated in Standard 5 a separate complaint policy should be drawn up rather than combine this with care and discipline.

A Matron's Hand Book was available in some houses and the Head of Pastoral Care was considering how best to publicise information for additional support staff in line with guidance for House Masters. Information regarding pupil behaviour is contained within the Oration Quarter but this does not provide them with detail of the types of punishments the school can give.

The Head of Pastoral Care who took up his role at the beginning of the Summer Term 2004 provided inspectors with evidence that a clearer more consistent approach to punishments and recording these was being developed. For instance it was now his role to view all punishments given and review whether these were fair and uniform with school guidance.

There were concerns about the level of responsibility and disciplinary powers of the Monitors. In some boarding house inspectors were informed that Monitors were giving out punishments whilst in other houses they were not. Where pupils were stated to give out punishments this did not comply with the School's Policy. The school is advised to check that all Houses are complying with school policy regarding the use of Monitors.

The records observed did not contain any evidence of the use of physical restraint within the School and a statement regarding physical intervention was available to staff. Records of punishments were contained in a central place for school punishments and in Boarding Houses for house punishments. A sample of these records were viewed and found to be satisfactory in providing an overview of the individual punishment and provide the senior management team with a mechanism for reviewing all punishments given by the school. Some consideration should be given to wording within these records. A few past records were noted to contain little defined information about the pupil's behaviour, which merited a punishment being awarded.

Within pupil questionnaires 46.9% of pupils confirmed that most of the time punishments were given out fairly, 25% stated that punishments were almost always given out fairly, 9.6% said punishments were always given fairly, 13.3% stated punishments were often given unfairly and 4.5% were almost always given unfairly. There were no concerns during the Inspection about the observed behaviour of the pupils. Pupils were courteous, helpful and respectful to each other, staff and inspectors. Discussions with pupils corroborated the information about types of punishments given to the Inspectors by the School. Whilst documentation about what punishments they might receive was not readily available most pupils were aware of the types of punishments they would receive in relation to different issues that included the seriousness of the offence. Discussions with the school about some issues, which pupils raised within the pupil questionnaires, were being dealt with by the school already.

**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

The School has a complaint policy and procedure that details who to complain to within the School and also the contact details for the Independent Panel. The main policy displayed in the houses and detailed in the Masters' Handbook additionally contain the contact details for the CSCI national helpline, this must be corrected to detail the Surrey Local Office address and telephone number. Any complaint procedure information the school produces should reflect timescales for response and the procedure that the School would follow. The school should separate information regarding complaints and behaviour management within the Master's Hand Book.

Discussion took place during the Inspection with regard to ensuring that complainants are aware of who to contact, with House Masters being the first point of contact, and the Headmaster having a role as part of an escalating process.

Records of major complaints concerning the school were maintained by the Head Master.

A discussion also took place about the introduction of a pupils' comments book, as suggested by the pupils.

In questionnaires pupils' made various suggestions about school staff who they felt able to contact should they feel concerned for example 44.8% said they felt able to talk to a house master, 51.7% a school tutor and 39.9% the House Matron.

**Number of complaints, if any, received by CSCI about the school during last 12 months:**

0

<b>Standard 6 (6.1 - 6.3)</b>		
<b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was evidence of good policies on risks to health and substance abuse being in place, and available to housemasters, staff pupils and parents.</p> <p>PSHE delivered lectures on alcohol, drug abuse and smoking to fourth years, which were followed up with discussions with housemasters and form tutors. The doctors delivered talks on sex, sexual relationships and sexual transmitted diseases. The Master in charge of the Yearlings delivered talks on bullying to the fourth years in two small groups. Girls had a talk on date rape, drugs and contraception.</p> <p>The school had recently obtained advice cards from “Millie’s Charity” on how to avoid bullying. These will be distributed to pupils by the PSHE co-ordinator. Pupils were promised anonymity if they come forward and tell of a specific incident.</p> <p>A nutritionist presented annual talks on healthy eating and eating disorders. The Head of Girls monitored any significant trends that might occur within this issue. Staff spoken to stated that pupils who were not present at mealtimes were followed up by the housemaster to identify reasons why they were not present.</p> <p>Staff were made aware of how to report incidents of self-harm by any pupil.</p>		

<b>Standard 7 (7.1 - 7.5)</b>		
<b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Of the records sampled it was evident that adequate records were kept in relation to Boarders health needs. However, it was reported to the inspectors that the health records maintained throughout the individual houses were under review. A new system was due to be implemented in order to structure a consistent approach to the manner in which health records are maintained. Inspectors would support this approach.</p> <p>All records were found to be stored in a confidential manner with access available to only those with the appropriate authority.</p> <p>Emergency contact details for parents were found to be in place.</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

The inspectors considered that the changes to the senior management team completed in September 2004 provided the school with a positive structure for development. The management team were found to have individual strengths, which enhanced the overall structure of the management team. For example, the addition of a female representative on the management team was considered to provide a good role model for pupils and staff alike.

The management team were found to be proactive and had initiated some practices which would support the school in meeting the National Minimum Standards. For example, greater monitoring of school records.

The school is advised to consider how the school development plans, monitoring and reviewing systems could be developed to form a comprehensive quality assurance system.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

2

Procedures dealing with sickness of pupils were requested via the matrons and no written policies and procedures were observed. The matrons confirmed that they would initially assess the pupils and then refer them to the medical centre or if required call an ambulance.

Fire procedures were in place and regular drills were organised especially at the beginning of each new term.

Accidents were recorded by the persons responsible, in each area of the school/boarding accommodation. Copies of the accident records were individually placed on the pupils' record files and another copy sent to the Deputy Bursar. It is recommended that clear written procedures to be in place and readily available in each house for managing a major accident.

**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

Each boarding house has five separate wings, which are allocated to individual year groups. Each wing has its own designated toilet, showers and bathrooms. The boarding provision consists of seven new and four old houses.

Parents' feedback to the school that there were inconsistencies between the old and new houses was actioned upon through the refurbishment of dormitories into single occupancy bedrooms. For example, Chetwind was built three years ago and all bedrooms have en-suite facilities.

However, there remain some discrepancies between the eleven Boarding Houses, This is being dealt with through a rolling refurbishment and development plan, whereby houses are being upgraded accordingly. For example, in the coming year permission has been obtained for the upgrading of Gownboys, which will be accomplished in the next twelve months and includes the development of single occupancy bedrooms. So whilst some discrepancies are noted these were being dealt with by the school and no recommendation is made about this matter.

**Standard 11 (11.1 - 11.6)**

There should be an appropriate range and choice of activities for boarders outside teaching time.

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

4

The extra-curricular programme is extensive and new initiatives are being developed to enable individual pupils to achieve as much as possible in this area. Housemasters and Tutors play a key role in ensuring that a balanced programme is achieved by all pupils. The school offers a wide range and choice of both indoor and outdoor activities and sports. Each quarter focuses on a key sport: Football for boys, Lacrosse and hockey for girls, in the Oration (Autumn) term, Hockey for boys and netball for girls in the Long (Spring) term and cricket for boys and athletics or tennis for girls in the Cricket (Summer) term. During the Oration term activities were programmed during the afternoons to take advantage of the available daylight. Other activities include Combined Cadet Force and cultural events, i.e. art, drama. The gym and swimming pool were said to be open all day and appropriately supervised.

Pupils spoke warmly of the range of activities on offer and of all the facilities available over the weekend. Pupils appreciated being able to choose which activity to participate in. Within questionnaires 52.4% stated that there were plenty of activities that they liked on offer and 34.7% stated there were enough activities on offer that they liked. Only 1.5% of pupils stated that there were hardly any activities on offer that they liked.

<b>Standard 12 (12.1 - 12.2)</b>		
<b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Pupil Council Meetings were stated to be held with the Headmaster on a twice termly basis. However, records of all meetings were not available. Minutes of meetings available did not detail the name of the attendees at the meeting nor contain an action plan detailing the name of the designated person undertaking the task.</p> <p>Various other meetings were held with pupils to discuss boarding house issues, however these were informal. Records of any such meetings should be maintained.</p> <p>Each House had two nominated Food Monitors, who meet with the Housemaster and the Catering Department, it was established that minutes of such meetings were documented and then forwarded to the Housemaster. A number of pupils advised the Inspectors that they did not receive feedback from the Food Monitors.</p> <p>Additionally, ad-hoc house committee meetings were held between the Housemaster and year groups at various times throughout the year. These meetings were held as an informal social event.</p>		

<b>Standard 13 (13.1 - 13.7)</b>		
<b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was an induction programme and support system in place for Monitors (prefects). The Inspectors were advised that the School was to introduce a formal training for Monitors. This action is supported by inspectors.</p> <p>Regular Monitors meetings take place and it was evident from conversations during the Inspection that the Monitors had confidence in these meetings and would raise concerns.</p> <p>Pupils generally commented positively regarding the role of the Monitors.</p>		

<b>Standard 14 (14.1 - 14.6)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was a range of staff available for boarders to talk to. This included Tutors, House Matrons, House Masters and Teachers.</p> <p>In addition the School employs two Counsellors, one of whom is independent and available once per week. It was evident from meetings with the Counsellors that the Head Master is appraised of any concerns with regard to trends, but information shared during counselling sessions is kept confidential. However, both Counsellors were aware of the child protection procedures both within the School and externally. Inspectors were particularly impressed by the clarity the Independent Councillor had of their role and how they would implement this within the school.</p> <p>Yearlings (first year pupils) also had an identified Master in charge who closely monitors and supports them in their first few months at the School, and continued being a primary link for these pupils throughout the academic year. The Inspectors were advised that the member of staff responsible was new to this role, and although a brief job description was supplied to him, the aim was to develop this role further. This Master confirmed that he is easily contactable.</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 medication was stored securely in locked cupboards on the boarding houses and in Great Comp. Refrigerators were available on the houses if needed. A large stock of vaccines was kept in Great Comp with most stored in a locked temperature monitored refrigerator but with some kept in an unlocked refrigerator. A secure safe was provided in Great Comp for the storage of Controlled Drugs but Controlled Drugs were kept in standard medication cupboards on the houses.

It was encouraging to see that pupils were holding and administering some of their own medications when this was appropriate. However this was not being done within a formal documented risk assessed framework and records of medication supplied to pupils were not being kept consistently.

Records were kept of the administration of medication administered by staff to pupils but this was not being done in a clear and consistent way, with House Matrons developing their own systems or using the system provided in a number of different ways. A clear and consistent method of recording medication administration and any non administration must be developed. It is preferable if a single record form is kept for recording all medication administered to a pupil. Records were kept of medication supplied to the school on prescription from the school medical officer but there was no record of any medication supplied directly by parents and consequently there was no means of auditing the use of such medication with currently includes a Controlled Drug. It is strongly recommended that a system of auditing Controlled usage against recorded use is implemented in order to detect any loss of medication with a known abuse potential.

House Matrons who administer medication had not received any formal training. It is strongly recommended that a training programme is developed by the school for any staff who administer medication to pupils.

Procedures on the handling of medication were available in all Boarding Houses but they were quite brief. The school are encouraged to develop standard operating procedures for medication handling to ensure consistency and continuity.

There was no signed parental consent to emergency medical treatment, the administration by staff of prescribed medication nor the administration of agreed non prescribed household remedies.

The school had established links with outside professional services to which pupils were referred as appropriate.

The school had a high percentage of staff of who trained in first aid. Detailed records were maintained of the name of first aid trained staff and the date of expiry of this qualification. During the inspection it was evidenced that the Emergency Medical Procedure and the Dealing with Accident and Emergencies Procedure, require updating in order to be consistent with the first aid manual utilised by the school.

**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**

It was evidenced that Boarders had access to nursing staff from Great Comp who were available throughout the twenty-four hour period.

It was also substantiated that each individual house group had access to emergency contact numbers in order to summon the Housemaster, House Matron and nursing staff from Great Comp.

It was reported to the inspectors that Boarders who are ill were tended to by the individual House Matron or were sent to the Sanatorium (Known as Great Comp) and that Boarders were checked on a regular basis. However, it appeared, from information gathered, that a Boarder who was unwell may not have been tended to throughout the day of the inspection. The School was advised and responded appropriately.

**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**

It was confirmed during the inspection that pupils were supported well in relation to health and personal problems.

Pupils with medical and/or emotional difficulties were given very suitable assistance. It was reported to the inspectors that activities were adapted to the individual pupil's needs, as required. The school had established links with outside professional services to which pupils were referred as appropriate. There was also positive communication between different departments of the school to ensure that all staff provided information about personal issues and concerns as well as achievements.

The Deputy Head Teacher confirmed that welfare plans were in place, which fully detailed the needs of young people.

<b>Standard 18 (18.1 - 18.6)</b>		
<b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The School has an Equal Opportunities policy, which was reiterated in information to pupils. The policy covered a range of relevant areas.</p> <p>The Head of Pastoral Care stated that female pupils integrate in traditional boys sports and activities and a number of male pupils take an interest in girl's activities.</p> <p>During interviews staff and pupils stated that there were no discriminatory practices or attitudes within the School and throughout the inspection no discriminatory attitudes or practices were observed by the inspection team. However, there were a small number of anonymous references to racism in the questionnaires that pupils submitted.</p> <p>None of the staff had received equal opportunities training in the light of the comments made in pupil questionnaires it would be prudent to ensure that all staff receive training in this area of practice. Please also refer to Standard 34.</p>		

<b>Standard 19 (19.1 - 19.6)</b>		
<b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders were able to have regular contact with their parents and families through the use of personal mobile telephones and/or the public pay telephones that are provided in the individual houses and throughout the grounds.</p> <p>All boarders had access to the internet where by they were able to send and receive E-mails from, or to, family and friends. Internet access was filtered through the schools' internal system providing the means to monitor the potential misuse of internet facilities. There were no restrictions for boarders to contact their parents and families by letter or emails.</p> <p>Parents were able to visit boarders at any time during the school term but were asked to consider that this did not conflict with pupils' school commitments.</p> <p>There were telephones available in all the Boarding Houses, however not all of them afforded privacy. Some telephones were situated in very awkward places (e.g. behind a door next to a set of stairs with no chair to comfortably sit on). It was observed that boarders were provided with appropriate helpline telephone numbers, each house had this information displayed on notice boards in the house. This did not affect the scoring of this standard in the light of the number of pupils who use their personal mobile phones to make phone calls</p>		

<b>Standard 20 (20.1 - 20.3)</b>		
<b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Boarders choose whether to have their own personal bank account or to deposit pocket money with their Housemaster.</p> <p>Pocket money accounts were viewed and it was evidenced that these records are not consistently recorded throughout the eleven houses. However it was noted that three Housemasters pocket money accounts were concise and required minor amendments to meet the recommendation made.</p> <p>During the inspection it was reported to the Inspectors that boarders leave passports, plane tickets and other items for storing in the House Master's safe. It was also evidenced that where pupils gave items to House Masters for safe storage these items were not recorded as being given to the House Master or as having being returned to pupils.</p> <p>Boarders were encouraged to purchase lockable 'tuck' boxes, to store their personal possessions. Other boarders utilised small travel trunks. It was also noted that some houses provide locker facilities for pupils to store personal possessions. However, it was evidenced that 'tuck' boxes and travel trunks were portable and therefore an insecure method of storing personal possessions. In view of the recent thefts, which have occurred a recommendation has been made. In addition not all Boarding Houses had a secure lockable space in each bedroom and it is recommended that this be introduced.</p>		

<b>Standard 21 (21.1 - 21.3)</b>		
<b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>The school implemented a positive and innovative induction package for new Boarders (Yearlings) two years ago. In this process Yearling pupils attend the school twenty-four hours prior to the rest of the school, when they meet their House Master, Tutors and peers. House Monitors are also included in this process. The induction team includes an external provider, 'World Challenge' who conducts team building exercises that include weekend trips away to outward bound courses for new (yearling) boarders, Monitors and House Masters. The induction package was flexible in order to provide a package that is suitably tailored to the needs of the pupils.</p> <p>All inductees knew who their House Monitors were and felt able to approach them to clarify any issues they might have at the beginning, for example in relation to house rules and locations of classes. On arrival to the school new inductees were allocated a designated 'Father' who is an older pupil who shadows the new pupil during their first few weeks at school.</p> <p>It was reported to Inspectors that positive feedback had been obtained from both parents House Masters and pupils about the induction package and that it was being developed and refined further using any feedback given.</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

This standard was not applicable to the operation of the school.

**Standard 23 (23.1 - 23.4)**

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

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

3

The role of Head of Pastoral Care took the specific responsibilities for monitoring certain records relating to care within Boarding Houses such as complaints and punishments. The addition of this role has enabled the school to monitor more efficiently the consistency of practice across the eleven boarding houses whilst also ensuring there remains an individual flavour to each house. The Commission advocates that these systems are refined further and are used as a part of the School's Quality Assurance System.

Other records such as accident records and risk assessments were monitored by the Deputy Bursar and serious complaints were monitored by the Head Master.

**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**

Menus viewed indicated that a balanced and varied diet was offered. Meals sampled during the inspection were to a good standard, with a choice including vegetarian available.

Comments, of a variable nature, relating to food featured significantly in discussions with pupils and in pupil and parent questionnaires. However, most pupils in discussion groups were positive about the food provided and some commented that food had improved in the last year. Pupil questionnaire responses to what food is like at the school were as follows: 8.9% of pupils reported in questionnaires that food was usually very poor, 18.9% stated that food was usually poor, 42.3% said that food was average, 26.8% stated food was usually good and 3% stated that it was usually very good indeed. Again in questionnaires some pupils reported in the question relating to whether there had been any improvements at the school that food had improved.

Five of the sixteen parents comments received noted that they were dissatisfied with the food provided. Some of these comments were in relation to evening meal arrangements which the school was addressing and some in relation to the provision of fresh fruit.

The school had a food-monitoring group, which met once a quarter. This group meeting included representatives from each Boarding House, the Assistant Bursar, the Catering Manager and the Head Chef. Minutes of the last meeting indicated that comments raised by pupils and parents had been discussed in this forum. The outcomes or responses to these were not however recorded in the minutes (The Assistant Bursar stated that these would be feedback at the next meeting). Discussions with the Chef and Catering Manager indicated that issues were acknowledged and action taken to address them, where appropriate. Weekly meetings were also held with two House Masters to discuss catering and menus etc. Each House Master held a budget for food.

The Environmental Health Officer visited in June 2003. In addition the catering company pays an external assessor to monitor Health & Safety and quality assurance matters. The School also paid for an independent assessment of catering arrangements. Evidence was presented to confirm that any recommendations from any of these reports were actioned. Records provided evidence that checks and records, i.e. fridge, freezer cooked food temperatures were being appropriately maintained.

Therefore the inspectors concluded that the school was making changes to the food provided through consultation with pupils and staff, which were being recognised and making real changes, which were acknowledged. Whilst some negative comments regarding food were received the majority of pupils (69.4%) stated food was at least average or above average.

The school is also commended for the efforts it makes to ensure that health and safety issues within the catering department are recognised and dealt with. The Commission also notes plans the School has made to re-develop the catering arrangements within Duckites. It is the Commission's view that some priority should be placed on this refurbishment taking place.

**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**

Snacks are meant to be available from the houses at least twice a day mornings and afternoons and after evening banco. However this provision varies dependent on individual house management. There were reports from pupils that they regularly run out of main ingredients especially bread after afternoon activities. House Matrons reported that pupils could always ask for more. The school is advised to ensure that all pupils are aware of this possibility.

In many butteries food items were left uncovered and outside of the fridge, no plates were offered and no clean worktops/ chopping boards were available for preparing snacks. Pupils were in charge of these areas and some staff supervision is necessary to ensure that these areas are left in a satisfactory state of hygiene.

Individual food storage facilities were only available in the girls' houses and in other dormitories pupils provided their own facilities. The appliances (toasters, microwaves and sandwich makers) were not provided consistently across all butteries in the houses. The School is advised to ensure that the provision of kitchen appliances is provided consistently in all houses.

There are drinking water outlets and hand washbasins in all butteries. It would be beneficial to place drinking water notices at these outlets to ensure pupils know which these are. Cups to drink water out of were not always available in butteries.

Testing was carried out on water safety.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
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The school received a fire officer's visit shortly prior to the inspection and the report received by the school following this visit was inspected. Recommendations were made relating to better evacuation techniques that would minimise risks. However it was difficult to establish that a clear action plan was drawn up to action these recommendations.

It was reported that there were fire drills conducted at least at the start of each term, records available for inspection did not however evidence what took place during the drills and what action plan ensued. Information about testing/ drills were not maintained in the individual houses. This made it difficult to establish who was responsible for the monitoring. Therefore it is strongly recommended that tighter and more transparent recording systems be maintained and a fire book in each house is introduced. It was evident that pupils were knowledgeable about the school's fire procedures.

There was a shortage of fire exit signs in general which needs rectifying. One old fire exit still had an exit sign, which could be confusing in an emergency and it was reported during the inspection that this was removed. It is recommended that the school ask the fire department whether all bedroom doors should be fitted with fire closures. The head of security, who had overall responsibility for fire within the school had not attended a fire training session for 4 years.

Emergency lighting, equipment and fire alarms were tested regularly and this was recorded.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
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Some pupils commented that they considered there was pressure on them to achieve well and that their time was taken up in study but most commented that the balance of work and free time was acceptable. The school confirmed that they monitored pupils' study and free time to ensure this balance did not become skewed.

**Standard 28 (28.1 - 28.2)**  
**The welfare of any children accommodated at the school, other than pupils, is protected.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
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No children other than pupils were accommodated at the School; therefore this standard was not applicable to the operation of the school.

<b>Standard 29 (29.1 - 29.6)</b>		
<b>Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school had a well-developed introduction to the school's anti-bullying policy for new pupils in their first year of the school (yearlings) who were linked to a master for this introduction. Included in this introduction was the development of an anti-bullying charter, which each pupil signed up to. The Inspector observed that the rifles and ammunition were stored appropriately in secure and alarmed cupboards. Logbooks are held to record ammunition and rifles in and out. The Inspector was advised that all used shells are collected and returned to the Ministry of Defence, and the lead levels in the rifle range was monitored and the Ministry of Defence were called to clean the range when levels reached a certain level.</p>		

<b>Standard 30 (30.1 - 30.5)</b>		
<b>Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There were good opportunities for access to the local community and the school had drawn up codes of conduct for pupils who went to local facilities. Pupils were generally satisfied with the level of access they had to the community and the school provision for information about local events etc.</p>		

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	2
<p>It was noted that on most occasions that only one or two staff were on duty in the Boarding Houses. Whilst there were no issues observed regarding management or control it would in the inspection teams view be good practice to review the staffing levels in order to provide additional supervision and support to pupils. In addition Matrons commented that at times during the day their twinning system did not work as their duties meant staff were not available to undertake this work for example when pupils needed to go for hospital visits.</p> <p>The school had systems in place for checking where pupils were, for example pupil role calls occurred at certain points throughout of the day.</p> <p>Staff stated that they have requested that the School make provision to recruit an additional eleven assistant House Masters. The management confirmed that they were planning to achieve this in the next year. The inspection team would support the addition of these posts to the school team.</p>		

<b>Standard 32 (32.1 - 32.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Whilst the majority of pupils and occasions off-site pass without incident, it was reported to the inspection team that on a recent evening two or three pupils became intoxicated during an unsupervised visit to the local town. The pupils in question have been subject to disciplinary action by the School.</p> <p>Currently no written risk assessments are undertaken regarding such unaccompanied excursions.</p> <p>Whilst it is acknowledged that teenagers may push boundaries on such occasions it would be important for the School have risk assessments to consider such misdemeanours.</p>		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Usually two staff were available in each boarding house during the night.</p> <p>Pupils stated in discussion that they knew who and where to contact staff during the night and confirmed that staff were helpful if they should require assistance.</p> <p>There were also two security personnel that patrol the School grounds throughout the night.</p>		

<b>Standard 34 (34.1 - 34.7)</b>		
<b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Written staff job descriptions were in evidence and copies of these were available in some staffs' files. Copies of job descriptions should be retained on all staff files.</p> <p>There was evidence of staff induction in some staff files, however all staff stated in discussion that new staff received induction. It was noted that Child Protection is included in the induction programme. There was also evidence of staff receiving annual reviews and appraisals.</p> <p>Staff interviewed stated that they had received training in areas such as first aid, fire safety, drug awareness, child protection, reference writing, anti-bullying and 'H M C' Boarding School course. As reported in Standard 2 it is recommended that all staff receive further training in the school's Anti-bullying Policy when this has been redeveloped. Please also refer to Standard 37 Privacy.</p> <p>Whilst it is acknowledged that the Schools Child Protection Liaison Officers attended the Surrey County Council Multi-Agency Child Protection training, it would be sound practice for all House Masters to attend the same course.</p> <p>It was confirmed that support staff had attended fire and health and safety training and a further three sessions in these areas are scheduled for December 04 and January 05. The School is in the process of drawing up a staff-training prospectus, which is due to be implemented in 2005.</p> <p>Certificates of courses attended were held in some staff files.</p>		

<b>Standard 35 (35.1 - 35.4)</b>		
<b>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The School had a staff handbook regarding boarding policies, procedures and practices. The handbook covers twenty-one areas of boarding related topics and includes the post holder responsible for updating information in the handbook.</p> <p>Staff were aware of the handbook and familiar with its contents.</p>		

<b>Standard 36 (36.1 - 36.4)</b>		
<b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was evidence of positive rapport between staff and pupils. Pupils responded to staff requests with cheerful obedience and pupils interviewed were clear that good relationships existed between themselves and staff; however they did state that they related better to some staff more than others.</p> <p>Some of the pupils questionnaires stated that difficulties do exist regarding relationships between some staff and pupils; however the questionnaires were anonymous and it was not possible to follow these up with any accuracy. There were no adverse observations regarding relationships evident during the inspection.</p>		

<b>Standard 37 (37.1 - 37.2)</b>		
<b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Whilst inspectors found that in general staff understood and implemented privacy well. It was reported by some pupils that a few staff entered their rooms uninvited. It was observed that staff in several houses did not knock on boarders' bedroom doors before entering.</p>		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The School has a recruitment policy and procedure and an equal opportunities policy statement.</p> <p>Vacant posts were advertised in the relevant professional journals, application forms completed, shortlists drawn up and interviews held.</p> <p>A sample of thirty-eight staff files were inspected.</p> <p>There was documented evidence of Criminal Record Bureau checks having been taken up on thirty-seven staff. One retrospective check was evidenced as being currently in progress. Staff files varied in the amount of information they contained.</p> <p>It was noted that a number of references, application forms and curriculum vita's were not held in a substantial number of files. These mostly related to staff appointed prior to the introduction of current recruitment and vetting procedures though not exclusively so. The deputy bursar stated that references are verified; however it would be sound practice to evidence this on individual files. Photographic and certificated evidence of staff identities was not in evidence in most cases and whilst it is acknowledged that these would have been presented for the purpose of Criminal Record Bureau checking, it would in the inspection teams view be important to evidence this on all staff files regarding those appointed since the introduction of the National Minimum Standards for Boarding School.</p> <p>Whilst a number of shortfalls existed a score rating of two is awarded in view of the School's changes to recruitment practice.</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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was documented evidence of two members of staff's spouses having had Criminal Record Bureau (CRB) checks undertaken. Eight spouses or adult children of staff were in the process of having CRB checks completed. This also was evidenced by documentation.</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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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Most Boarding Houses were adequately lit but a number of cubicles in the older houses were not.

A number of rooms in the 'new' boarding houses were found to be unheated during the day however these areas were in use by pupils.

Standard of decoration and furnishings was in varied state of repair. The girls' houses were found to be in the best state of decoration. Decoration of the premises is conducted during the Summer and Easter vacations in order to limit the disruption that may be caused to pupils during the school terms.

All rooms have a window and are suitably ventilated.

Most of the Boarding Houses were found to be clean however the cleaning regime in three houses was not satisfactory. The senior management explained during feedback that there had been cleaning staff off during the inspection and this had affected the programme. It is recommended that the cleaning programme be reviewed to ensure this adequately meets the needs of the school. Consideration should be given as to whether every Boarding House is given a deep clean on a rotational basis during the school holidays. In some cases there were examples of areas, which require this action such as mould on bathroom windows.

It was apparent that many houses did not have specific guidance/supervision procedure established to review boarders' cleaning/care of their bedrooms. This should be produced in order that all boarding house staff keep an eye on how pupils keep their bedrooms in a safe and hygienic manner.

It was positive to note the action that had been taken to ensure that adaptations for specific pupil's disabilities were met.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Generally the security measures around the school were found to be satisfactory. For example all boarding areas were accessed via a security code controlled panel known to only those who require access to the houses and there were some security cameras installed in vulnerable areas of the school site.

The availability of 24-hour security officers employed by the school was considered a positive action.

**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**

The school had made considerable refurbishments to nine houses to meet the National Minimum Standards. A further house will be completed in the coming year and there are plans to complete refurbishments in the last house.

There were varied sizes of bedrooms in use. Some of the boys' accommodation did not meet the minimum requirements for usable floor space. In those houses that had not been refurbished there were some bedrooms were not large enough to accommodate furniture and pupil's possessions. However, most pupils commented that they were satisfied with the size of accommodation provided. Of the sixteen parents' comments received two were dissatisfied with the size of their child's bedroom. It should be further noted that new builds at the school had taken into account the need to increase the size of bedrooms.

The size of the beds varied and the school should check that beds meet the needs of individual pupils.

Also observed was that some double bedrooms lacked storage for two boarders.

There was no individual lighting in shared rooms.

Bedrooms were personalised to varying degrees with posters, pictures, audio-visual equipment and own bedding.

Although the girls have separate sleeping accommodation they were allocated study room within the boys' houses. The positioning of these study rooms should be reviewed in some houses these were situated in areas where the younger boys would be using the showers before the girls vacated the houses.

It was positive to note that the school had arranged to accommodate parents overnight.

**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**

All boarders have adequate study facilities.

**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

In nine boarding houses there were adequate numbers of toilets and washing facilities. In the two houses awaiting refurbishment there were insufficient numbers to meet the requirements stated in this standard. A development plan was in place in order that all toilet and bathroom facilities will meet this standard within the refurbishment plans.

The water pressure in some houses created problems in hot water being constant. This was being actioned by the maintenance department. Following this the school is recommended to check the water temperatures are acceptable. There were instances where water temperatures were excessively hot.

Hand washing facilities were not always adequate throughout the school for example in a few cases no soap or hand-drying facilities were available. The school should consider whether liquid soap dispensers and paper towels could be used in areas next to toilets. Toilets were all fitted with a lock. The toilets/ washing facilities were not clearly labelled in all houses as to whether they were for male or female use. It was recommended that notices be introduced to this effect.

Privacy curtains in some showers were missing and there were complaints to this effect from some of the boarders. In addition in some houses there were shower rooms fitted with toughened glass doors, which made the boarders visible from the corridors. There were no areas outside the showers for changing in private. It was accepted that the boys returned to their bedrooms wrapped in towels to get changed in private after a shower/ bath. Some showers had doors with no locks. In one house, the matron had successfully introduced locks to the shower doors. It is recommended that the use of the double showers be discontinued.

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

4

Changing provision is modern, up to date and of a very high standard. It respects privacy and encourages pupils of all sporting ability to use this provision. Pupils valued this facility and it is well look after.

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>There is strong evidence that boarders have access to a wide range of safe recreational areas, both indoors and outdoors.</p> <p>Access to specialist areas is well supervised and available until 10pm. Pupils are encouraged to develop a range of skills as they progress up the school, which are recorded individually.</p> <p>A variety of competitive and non -competitive sports are on offer.</p>		

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The School is advised to review its Health and Safety Policy, which also needs to be implemented with greater stringency. In addition the school should ensure that risk assessments regarding the premises are regularly reviewed and kept updated.</p> <p>A letter dated the 29 December 2004 outlining issues, which need to be addressed was sent to the school. The school is asked to develop a plan to meet all the recommendations made within this correspondence. The letter outlines issues for example in relation to the storage of substances controlled by The Control of Substances Hazardous to Health Regulations, the replacement of fluorescent lighting covers throughout the school and safety issues in relation to some premises such as proper covers being fitted to radiators. In addition it is suggested that the school check that all furniture is fire and flame retardant.</p> <p>The Commission is concerned by the number of car parks within the grounds. A further car park would reduce the amount of traffic and provide access from Princes Avenue thus reducing the amount of traffic around the main pupil areas. The school had applied for planning permission for this additional car park in 2004 but been refused. The application is being resubmitted and the Commission supports this re-application in order to promote the safety of pupils and staff traversing the school site.</p> <p>Pupils were noted to regularly use the whole school site and whilst some traffic calming measures were in place there remained high risks to pupils where cars and delivery vehicles travelled around the site at speed. The number and location of pathways around the grounds did not also allow students and others to safely traverse the school complex and the lighting to the grounds was limited. Therefore in winter this did not support clear vision for drivers.</p>		

<b>Standard 48 (48.1 - 48.4)</b> Suitable accommodation should be available for the separate care of boarders who are ill.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The school provides suitable accommodation for the care of ill Boarders. The school has an adequately equipped and suitably furnished sanatorium (Great Comp). Accommodation is arranged as such that a maximum of twenty-one pupils can be accommodated at any one time. However, any of the shared occupancy facilities can be utilised as single occupancy as required. A nurse call bell system is provided throughout all areas of the sanatorium.</p> <p>Twenty-four nursing care is available. GP services are available at various times of the day and also on an as required basis.</p> <p>The school utilises the services of a both a male and female GP.</p>		

<b>Standard 49 (49.1 - 49.3)</b> Adequate laundry provision is made for boarders' clothing and bedding.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The laundry provision was of good standard.</p>		

<b>Standard 50 (50.1 - 50.2)</b> Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	4
<p>There is an excellent shop, which provides a wide range of items. These range from toiletries and stationery to sports equipment and uniform, both new and second hand.</p>		

<b>Standard 51 (51.1 - 51.11)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
<p>This standard was not applicable to the operation of the school.</p>		

<b>Standard 52 (52.1 - 52.8)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
<p>This standard was not applicable to the school.</p>		

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Regulation  
Manager**

Sally-Anne Floyd

**Signature**

**Date**

**Regulatory  
Inspector**

Ruth Coler

**Signature**

**Date**

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

We would welcome comments on the content of this report relating to the Inspection conducted on 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> November 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	<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 30 March 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 \_\_\_\_\_ of \_\_\_\_\_ 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 \_\_\_\_\_ of \_\_\_\_\_ 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

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