



Making Social Care
Better for People

inspection report

Boarding School

Cranleigh Schools

Horseshoe Lane

Cranleigh

Surrey

GU6 8QQ

1st- 5th March 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Cranleigh Schools

Address

Horseshoe Lane, Cranleigh, Surrey, GU6 8QQ

Tel No:

01483 273666

Fax No:

01483 267398

Email Address

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

Cranleigh School

Name of Head

Mr G de W Waller (main school); Mr M Roulston (prep school)

NCSC Classification

Boarding School

Type of school

Independent Boarding

Date of last boarding welfare inspection

04/12/98

Date of Inspection Visit		1st March 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Ms C Wood	120496
Name of NCSC Inspector	2	Ms S Liburd	
Name of NCSC Inspector	3	Mr J Croft	
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mr T Halliwell	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR G DE W WALLER (MAIN SCHOOL); MR M ROULSTON (PREP SCHOOL)	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC in respect of Cranleigh Schools.

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.

The inspection covered Cranleigh School and the adjacent Cranleigh Prep School. The prep school admits boy and girl boarders aged from 9 to 13 years, accommodated in two boarding houses: School House for both genders aged 9-11 and girls 11-13 and Old House for boys only aged 11-13.

At Cranleigh School boarding accommodation is organised into six houses, two of which are for girl pupils. One of the boys' houses (Loveday) has a separate annexe on a different part of the site.

At the time of inspection there were 37 weekly/full time boarders at the prep school, and 432 at the main school.

Both schools have extensive grounds and playing fields.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- There are clear expectations of behaviour based on respect for others and for the wider community that are well understood and followed by pupils, who throughout the inspection were observed to be polite and considerate to one another and to adults.
- Health care facilities are good, with a well-equipped medical centre and qualified nursing cover provided around the clock, in addition to formal surgery times.
- There is a good approach to providing pupils with age appropriate information about health promotion including use of alcohol, solvent abuse, and sex education.
- Boarders are provided with a good, varied programme of out of school activities and outings, with good facilities for drama, music and sport.
- Arrangements for the introduction of new boarders are good, with the 'shadow' system valued by pupils.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- There is a need to ensure that non-teaching staff are provided with core child protection training, appropriate to their roles and responsibilities.
- The child protection liaison officer at the prep school should undertake the Surrey Social Services inter agency child protection training.
- Parents and pupils should be provided with information about how to contact the Commission for Social Care Inspection, should they wish to raise any concerns or complaints about the schools directly with the Inspectorate.
- Some recording and monitoring systems need to be revised and improved.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Inspectors concluded that the Cranleigh Schools are offering a good standard of boarding care to pupils. It is to the schools' credit that shortfalls in boarding accommodation have previously been identified and a comprehensive programme for the upgrade of premises and facilities undertaken.

Where recommendations have been made, their focus is largely on formalising certain systems and practices, in order to ensure that current good practice is documented and can be maintained in the event of changes within the staff team or to the organisation of the boarding provision.

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 and any advisory recommendations 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	BS 3	That the Child Protection Liaison Officer at the prep school undertake the Surrey inter-agency child protection training.	31/07/04
2	BS 3	That within both schools non-teaching staff (i.e. matrons, nurses, ancillary and maintenance workers) be provided with child protection training relevant to their roles and responsibilities.	31/07/04
3	BS 5	That the complaints information for parents and pupils includes their right to raise concerns directly with the Commission for Social Care Inspection.	31/05/04
4	BS 15	That the expiry dates of homely remedies kept on boarding houses are checked at least termly and out-of-date stock disposed of.	immediate
5	BS 20	That systems for the retention and distribution of pocket money are properly implemented and that written records accurately reflect pocket money held/given out.	30/04/04
6	BS 26	Check that fire extinguishers in the medical centre were included in the most recent annual maintenance check.	immediate
7	BS26	Ensure that termly fire drills are fully recorded on all boarding houses.	30/04/04
8	BS 26	Ensure that fire extinguishers are never used to prop open doors.	immediate
9	BS 34	That a system of formal performance appraisal is implemented for boarding house matrons.	31/07/04
10	BS 47	Produce a separate risk assessment for the High Upfold building.	30/04/04

11	BS 47	Introduce a system to improve safety in relation to pupils' own portable electrical appliances e.g. ensuring equipment is tested as it is bought into the schools, or asking parents to sign and confirm that any equipment used by their son/daughter conforms to safety standards.	31/05/04
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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	BS 14	Provide a choice of male or female independent person.
2	BS 14	Identify a more comfortable and relaxed setting for individual counselling meetings.
3	BS 14	Extend the sixth form counselling drop in service to younger pupils.
4	BS 19	Review the location of pupil telephones with a view to improving privacy.
5	BS 25	Implement a system for the monitoring of fridge temperatures on the boarding houses.
6	BS 42	In the main school, consider providing longer beds to meet the needs of the growing number of taller pupils.
7	BS 44	In considering developments to the boarding provision, ensure that standards for toilet and washing facilities are met: one WC for every 5 boarders, one washbasin for every 3 boarders, and one shower for every 10 boarders.
8	BS 41	That all external fire doors in the boarding houses are alarmed.
9	BS 47	The pupil telephone at High Upfold to be re-located out of the 'walk in' fuse box cupboard.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

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

Date of Inspection	01/03/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	33.25
Number of Inspector Days spent on site	14.5

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

9

 TO

18

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

Boys	<table border="1" data-bbox="842 362 938 439"><tr><td>295</td></tr></table>	295
295		
Girls	<table border="1" data-bbox="842 443 938 519"><tr><td>174</td></tr></table>	174
174		
Total	<table border="1" data-bbox="842 546 938 622"><tr><td>469</td></tr></table>	469
469		
Number of separate Boarding Houses	<table border="1" data-bbox="842 627 938 703"><tr><td>8</td></tr></table>	8
8		

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

Both schools have a general prospectus and separate information for pupils and parents that together address the requirement to produce a statement of boarding principles and practice. Each of the documents provides a good range of information about all aspects of the schools including the pastoral care arrangements and boarding.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

The schools have clear anti bullying policies that are included in the staff handbooks and the information for pupils and for parents, and outlines actions that may be taken in response to allegations of bullying.

Overall 19% of pupils reported that they had been "sometimes" or "often" bullied. This was overwhelmingly described as verbal bullying, from pupils of their own age. There was no significant difference in levels of bullying reported between the two schools.

Pupils who met with inspectors expressed the view that bullying was not an issue within the schools and, should it occur, were confident that it would be taken seriously by staff.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

81

%

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
<p>The schools have child protection policy guidance for staff and there is a designated child protection liaison officer (CPLO) for each site. The CPLO at the prep school had not completed the Surrey inter-agency child protection training and was less familiar with current guidance and legislation.</p> <p>Within both schools there is a need for non-teaching staff (i.e. matrons, nurses, ancillary and maintenance workers) to be provided with child protection training relevant to their roles and responsibilities.</p>		

Standard 4 (4.1 - 4.7) The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	3
<p>The schools have clear codes of conduct governing behaviour and the consequences of 'breaking the rules' that are well understood by pupils.</p> <p>In their questionnaires pupils in both schools were generally positive about the degree to which they thought punishments fairly applied, although a small number expressed the view that certain teachers had 'favourites', and that some staff are stricter than others, leading to a perceived inconsistency in the way in which punishments are applied. While some inconsistencies are to a degree inevitable it was positive that senior staff are not complacent in this area, for example using House Master and Tutor meetings and individual discussion to explore differences of approach.</p> <p>Serious punishments are overseen by senior staff within the schools, who have a good overview of sanctions and levels of behaviour.</p> <p>During the inspection standards of behaviour were excellent, with pupils observed to be consistently polite and helpful to one another and to adults.</p>		

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>Parents and pupils are encouraged to raise any issues or concerns informally with staff before initiating a formal complaint. If they wish to proceed more formally there is a well written and detailed complaints procedure which is provided to parents and pupils at the time of entry to the schools. In addition, there is a 'pupil personal problems procedure' that includes their right to make complaints as well as suggesting avenues for personal/emotional issues.</p> <p>The schools are advised to ensure that the procedures for parents and children include their right to raise concerns or complaints directly with the Commission for Social Care Inspection.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		1

Standard 6 (6.1 - 6.3)		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	4
<p>The schools have a good approach to encouraging pupils' awareness of health education, each with a with robust PSHCE curriculum.</p> <p>Information for pupils includes the school policies and rules on drugs, alcohol and tobacco, and there are clearly defined sanctions for breaking the rules, which appear well understood by pupils.</p> <p>Several parents' questionnaires commented that they had been impressed by what they considered to be a very low incidence of smoking, alcohol and drug use within the main school, compared to what they had noticed at other schools where their children had been placed.</p>		

Standard 7 (7.1 - 7.5)		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Core medical records, including information about vaccinations, illnesses etc, are held in respect of all boarding pupils.</p> <p>The written consent of parents is obtained before pupils can be given simple medical treatment/homely remedies while at the schools.</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
<p>The management and leadership of the boarding provision appear good, with senior staff showing a sound understanding of pupils' pastoral needs, and having the relevant knowledge and skills to positively safeguard and promote welfare. Staff with pastoral responsibilities have attended a variety of training, including that provided by the Boarding Schools Association.</p> <p>Governors' oversight of the boarding provision is via regular reports from the Head Teachers.</p>		

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence	Standard met?	3
<p>There is a comprehensive and detailed written policy on crisis management.</p>		

Standard 10 (10.1 - 10.5) The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.		
Key Findings and Evidence	Standard met?	3
<p>In the prep school boarding houses are organised according to age and gender. In the main school there are two girls' houses and four boys'; all accommodating pupils aged 13-18 years.</p> <p>Differences in the accommodation reflect the type of buildings which vary from modern purpose built through to converted accommodation in the main school that has listed building status.</p>		

Standard 11 (11.1 - 11.6) There should be an appropriate range and choice of activities for boarders outside teaching time.		
Key Findings and Evidence	Standard met?	4
<p>Pupils are provided with a good range of activities both on and off site. There is a good choice across sports, the arts and community service activities.</p>		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
<p>Pupil feedback is welcomed, and the confidence and articulacy of pupils met during the inspection supports the view that they are very able to put forward their own ideas and suggestions about the schools.</p> <p>The house council system is the most formal mechanism through which pupils are encouraged to contribute their views about the day-to-day running of the main school. At the prep school suggestions boxes have been provided and offer an additional avenue for pupils to put forward their ideas, with the opportunity to do so anonymously if they prefer.</p>		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>There is an effective prefect system within the main school. Prefects are provided with written guidance and are given a formal introduction to the role and responsibilities. Although in certain circumstances prefects have the authority to give out specified minor sanctions, their role is primarily one of leadership and representation.</p> <p>Pupil questionnaires did not raise significant concerns about the role of senior pupils in the giving out of punishments.</p>		

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence**Standard met?**

2

The prep school boarders' handbook encourages pupils to talk to any member of staff if they have worries or personal problems. In addition, the telephone numbers of Childline, Surrey Social Services and the school's independent person are provided.

In the main school the 'personal problems procedure' covers the same information.

The independent person for the schools lives within the local village community, and managers may wish to consider identifying an additional person who is less well known locally, particularly as many pupils live nearby and might have concerns about confidentially. Additionally, it would be helpful for pupils to have the option of approaching a female independent person as an alternative to the male individual currently appointed.

A pupil counsellor is employed for up to 6 hours a week, using the medical centre for individual sessions. These meetings usually take place in the doctor's consulting room; this is not an ideal environment and efforts should be made to identify a more comfortable and relaxed setting.

A recent development has been the provision of a counselling drop in service for sixth form pupils; this is a good initiative and could usefully be extended to younger pupils.

A small number of parents and girl pupils commented about eating disorders and self harm amongst girls in the main school. While it is acknowledged that this is not unique to Cranleigh (or indeed to boarding schools) it further supports the need to ensure that pupils have access to as many potential sources of support as possible, both within and outside of the school.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

3

The schools share a well equipped Health Centre on the main school campus. A team of nurses provide round the clock cover during term time, in addition to running daily surgeries. There are regular GP surgeries and pupils have a choice of seeing a male or a female doctor.

Boarding staff give out non prescribed 'homely' remedies as necessary, from supplies distributed at the start of each term from the health centre. It is recommended that the expiry dates of homely remedies kept on boarding houses are checked at least termly as some of those seen during the inspection were found to have exceeded their expiry dates.

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?	4
<p>The health centre has 7 beds for use by ill pupils, and the nurses are able to provide a high level of care and attention.</p> <p>A number of parents said how much they appreciated house matrons visiting pupils in the health centre when they were unwell.</p> <p>If pupils become unwell during the night, they can wake the member of the house staff on duty that night. Pupils showing inspectors around the schools had a good understanding of this system, and felt it worked well with no delays in assistance and with help being readily provided.</p>		

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
<p>The schools endeavour to be pro-active in identifying and responding to pupils' health and personal problems, and staff were able to give several examples of individual pupils receiving specific help and support.</p> <p>Several parents commented how sensitive staff had been in supporting their child through homesickness.</p> <p>In the light of comments made under standard 15, this is an area in which the schools must remain vigilant in terms of ensuring that staff continue to be pro-active in identifying issues, and in ensuring the provision of appropriate support.</p>		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>The schools have equal opportunities policies and the expectations of behaviour on both sites are rooted in respect for one another and for the wider community.</p> <p>The high number of stairs would make access to educational facilities very difficult for pupils or staff with restricted mobility. Newer boarding accommodation has been built to provide wheelchair access.</p> <p>Boarders and their parents did not raise concerns about inappropriate discrimination within the schools.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Pupils are supported to keep in touch with parents and other family members.</p> <p>Pupils in the prep school are not permitted to use mobile telephones, but pay 'phones are available and all pupils have an e-mail address at the school. Within the prep school, 73% of pupils who completed a questionnaire reported that although a telephone was available, they did not consider its location to be sufficiently private.</p> <p>Privacy was raised as an issue by fewer pupils in the main school, although many of those reported using their own mobile 'phones.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	2
<p>Pupils have lockable facilities for the storage of personal possessions and valuables. Some pupils commented that in the past there had been problems with theft, although acknowledged that they were not vigilant about using the lockable storage available to them. Larger sums of money may be deposited with the schools' administration for safe-keeping, and there are clear systems for recording this.</p> <p>Within the houses systems for the retention and distribution of pocket money need to be improved as records sampled did not provide a quick and accurate reflection of pocket money held/given out.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>There are clear systems for introducing new boarders to the schools. In addition to the written information in pupil handbooks, all prospective boarders and their parents are encouraged to visit and meet staff during the summer before the new school year.</p> <p>There is a 'shadow' system through which new pupils have an older pupil to show them around and answer any practical questions about day-to-day boarding life.</p> <p>Pupils confirmed to inspectors that they had been given guidance about boarding from more experienced boarders.</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
Standard not applicable.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
<p>Discussion with the Heads and other senior staff showed them to have a good overview of the incidence of pupil issues within the school, including punishments, complaints and accidents.</p> <p>Day-to-day discussion and monitoring is supported by a structure of formal senior management team meetings and other staff groupings, enabling all staff who 'need to know' to have an awareness of any concentrations or trends, together with a good knowledge of issues affecting individual pupils.</p>		

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
<p>Pupil questionnaires gave a mixed picture about the quality of food. On a five point scale ranging from "very poor" to "very good", the majority of pupils in the prep school rated the food as "good". In the main school the majority scored the food as "average". Several pupils did comment that the quality and choice of food was improving.</p> <p>A number of parents commented that they thought the food could be more nutritious and healthy; also that more should be done to ensure that pupils do not miss meals. The point was made that if meals provided a wider range of healthier options, girls in particular would be less likely to skip meals.</p> <p>Pupils are able to give comments about food through the house council system.</p> <p>Dietary needs arising from religious and medical needs are met, and vegetarian options are provided.</p>		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
<p>Pupils in the main school told inspectors that the number of drinking fountains was being increased in response to this issue being raised through the house councils.</p> <p>There are basic kitchen facilities on the boarding houses for making light snacks and drinks. The schools are advised to introduce a system for the monitoring of fridge temperatures on the boarding houses.</p>		

Standard 26 (26.1 - 26.5)
Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence	Standard met?	2
<p>Procedures are in place for the regular maintenance and upkeep of fire detection systems and fire fighting equipment. Fire extinguishers in the medical centre recorded that they had last been checked in 2002 and the schools should confirm that these appliances were included in the most recent annual check.</p> <p>Managers reported that fire drills take place at least termly on the boarding houses although this was not consistently reflected in written records.</p> <p>Throughout both schools there were some instances of 'free standing' fire extinguishers being used to prop open doors.</p> <p>Pupils who showed inspectors around the boarding accommodation were aware of evacuation procedures, and confirmed that drills take place, including during boarding time.</p>		

Standard 27 (27.1 - 27.3)
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	3
<p>There are no unusual or onerous demands on boarders.</p> <p>Staff are sensitive to additional pressures that may be experienced as part of usual school life, with the timing of special events such as school concerts arranged so as to avoid times of academic pressure such as exam periods.</p>		

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

Key Findings and Evidence	Standard met?	9
<p>Standard not applicable.</p>		

Standard 29 (29.1 - 29.6)
Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence	Standard met?	3
<p>Use is made of written risk assessments for 'high risk' sporting activities e.g. swimming and shooting. The school confirmed in writing that all firearms are signed for when taken out, and on return.</p> <p>Senior managers reported that comprehensive assessments are made of all holiday activities undertaken by the schools, and only approved holiday/activity centres are used.</p>		

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

Key Findings and Evidence

Standard met?

3

Boarders are able to access local facilities appropriate to their age and interests. There are clear procedures about gaining permission for going off site. Television and newspapers are available and pupils are encouraged to take an interest in the news and world events.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	3
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Discussion with staff and pupils and observation during the inspection indicated arrangements for the supervision of boarders to be sufficient for the number of boarding pupils.

There has been a re-organisation in the staffing arrangements of the boarding houses, including an increase in the number of matrons employed. Duty rotas are in place defining the working times of house tutors.

At the prep school house staff are supported by gap students.

Pupils were able to confirm which staff worked in each boarding house and who was the senior person in each house.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence	Standard met?	3
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Procedures are in place to ensure the appropriate supervision of pupils on organised trips away from the schools.

Gap students do not have sole responsibility for pupils off site, working only under the guidance of an established member of staff.

There are systems in place on the boarding houses for pupils to sign in and out.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
All boarding houses have staff living in and sleeping in overnight. Other staff with pastoral responsibilities also live on site and can be contacted as necessary. Pupils needing staff support at night were clear about the arrangements for this and reported that the system worked well.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
Job descriptions are used, and staff interviewed had a clear understanding of their roles and responsibilities. There is an induction programme for new staff. Training opportunities are provided, and there is formal review of tutors' performance through the performance appraisal process. The schools are recommended to formalise appraisal arrangements for matrons, who to date have not undergone documented reviews of their performance.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
There is comprehensive staff guidance for use by teaching and boarding staff, addressing relevant issues including child protection, anti bullying, and use of sanctions. A staff disciplinary procedure is in place.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Boarders who met with inspectors did not raise any significant concerns about relationships between themselves and staff. They thought that on the whole staff were approachable and looked after them well. In their questionnaires a small number of pupils reported that staff were not always fair or had 'favourites', although this view was balanced by the majority who stated that staff were fair and reasonable in their treatment of pupils.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>The overwhelming view of pupils was that staff supervision was respectful and did not intrude on their privacy.</p> <p>Observation on the boarding houses showed staff to be available and on 'patrol' without unnecessarily intruding on boarders' privacy.</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.		
Key Findings and Evidence	Standard met?	3
<p>While senior staff described a good approach to staff recruitment, on the files examined during the inspection it was not always easy to track that all required checks and references had been undertaken. This may in part be because responsibility for recruitment has traditionally been held between different offices within the schools, depending on the nature of the post being recruited.</p> <p>It has been recognised that this makes it difficult for senior managers to be confident that all checks and documentation are completed and recorded as having been done. To address this a new system has been introduced whereby recruitment to all bursarial departments is overseen by one person, to ensure that individual department heads are following the correct procedures.</p> <p>There is a clear system in place to track and record the sending of CRB checks, with all established and new staff being checked.</p>		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
<p>It is the policy of the schools that staff are not permitted to work alone and unsupervised with boarders unless they have been satisfactorily checked by the CRB.</p> <p>Managers attention is drawn to standard 39.4 which states a written agreement should be used with all adults living at the school but not employed there, addressing the terms of their accommodation etc. Such an agreement should be used for example with the partners of staff employed by the school.</p>		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

Boarding accommodation was clean and well presented, with sufficient lighting and ventilation.

Furnishings, fittings and equipment were suitable for the number and needs of boarders, and were generally comfortable and in satisfactory condition.

Standard 41 (41.1 - 41.8)

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

Key Findings and Evidence

Standard met?

3

There is a vigilant approach to security of the school site and premises. Visitors are required to wear identification badges; entrance doors to boarding houses are operated by keypads. Risks posed by public rights of way through school grounds are regularly reviewed; the prep school are hoping to have a public footpath re-routed to the perimeter of the grounds. Boarders' sleeping areas are for their sole use, with no access by other pupils during the evenings and weekends unless by invitation.

Not all external fire doors are connected to an alarm system meaning that pupils (and others) might leave and enter boarding houses unknown to staff. An advisory recommendation will be made regarding alarming the external fire doors.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>Sleeping accommodation is organised according to the gender and age of boarding pupils. The type of accommodation varies across and within the houses ranging from individual rooms, partitioned cubicles through to dormitory style accommodation. Senior staff reported that there has been considerable financial investment in the boarding accommodation over recent years.</p> <p>In their questionnaires, a high number of pupils commented that the beds were too small; this view was echoed by a number of parents.</p> <p>Sleeping areas seen were very well personalised with pictures, posters and small personal possessions from home.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>In addition to the boarding accommodation, boarders use school facilities for completing their prep and undertaking any additional study e.g. making use of library and ICT facilities.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>Some pupils in the prep school boarding houses said that they felt there were not enough toilet and washing facilities; inspectors agreed that there was some shortfall with the numbers available not meeting the recommended standard of one WC for every 5 boarders, one washbasin for every 3 boarders, and one shower for every 10 boarders.</p> <p>In other houses facilities were generally sufficient for the number and age of the boarders and pupils themselves raised no concerns.</p> <p>A small number of pupils commented that water pressure and temperature could change quite suddenly when showers were in use.</p> <p>Boarding staff have separate toilet and shower/bath facilities within their own self contained accommodation.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>There are separate changing facilities for use during the day, and boarders did not report any concerns about the arrangements in place.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	4
<p>The boarding common rooms are the focal points for boarders' leisure and recreation while indoors.</p> <p>Out of school hours boarding pupils are also able to use the schools' facilities for organised activities and private study, e.g. the library, IT facilities, and the sports hall.</p> <p>The schools are set in extensive, landscaped grounds that provide pupils with ample space for outdoor play and relaxation during summer months.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
<p>Pupils are well supervised around the school site and in undertaking activities.</p> <p>Staff have an awareness of health and safety issues, and systems are in place for the maintenance and upkeep of boarding houses.</p> <p>Written risk assessments are used although it is an advisory recommendation that a separate assessment is made of the High Upfold building. At inspection this assessment was included in the assessment of Loveday House (of which it is an annexe). Pupils at High Upfold reported that they had been told they could use no more than 4 electrical appliances in their study bedrooms, because of the danger of overloading the electrical system. This should be reflected in a risk assessment of the building.</p> <p>The pupil telephone at High Upfold is located in a 'walk in' cupboard that also contains the main fuse boxes; alternative arrangements need to be put in place.</p> <p>The schools do not carry out electrical testing of pupils' own portable appliances. The volume of such equipment is high (including portable heaters) and the schools are advised to introduce a system to improve safety in this area e.g. ensuring equipment is tested as it is bought into the schools, or asking parents to sign and confirm that any equipment used by their son/daughter conforms to safety standards.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>There is a very well equipped medical centre with good staff cover for pupils who are unwell.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Good systems are in place for the regular laundering of clothes and bedding. Boarders raised no concerns in this area.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
The bookshop and uniform shop provide good facilities on site for the purchase of personal and stationery items. There is also a good range of shops and banks within nearby Cranleigh village.		

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

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
Managers reported that the schools uses only externally approved/accredited holiday and activity centres in providing off site accommodation for boarders.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC in response to Head's comments:

Amendments to the report were necessary	<input type="checkbox"/> YES
Comments were received from the Head	<input type="checkbox"/> YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/> YES
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<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 , 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"/> YES
Action plan was received at the point of publication	<input type="checkbox"/> YES
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/> YES
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"/> NO
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.

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