



*Making Social Care
Better for People*

inspection report

Boarding School

Godstowe School

Shrubbery Road

High Wycombe

Bucks

HP13 6PR

15th – 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.

SCHOOL INFORMATION

Name of School

Godstowe School

Address

Shrubbery Road, High Wycombe, Bucks, HP13 6PR

Tel No:

01494 529273

Fax No:

01494 429009

Email Address

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

Mrs Frances J Henson

Name of Head

Mrs Frances J Henson

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

x

Date of Inspection Visit		15th November 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Gill Gentles	
Name of CSCI Inspector	2	Sue Smith	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Lynne Heath	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MRS FRAN HENSON MR SIMON COLLINS	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

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 (i.e. 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 Godstowe 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.

Godstowe is a private Preparatory Boarding School in High Wycombe Buckinghamshire.

The present headmistress is Mrs. Frances Henson, who is supported by Mr Simon Collins the Pastoral deputy head and a board of governors.

The school is set on a main road leading out of High Wycombe towards Amersham. The main entrance is situated on Shrubbery Road off Amersham Hill. The school and boarding accommodation is set in beautiful grounds with ample playing areas.

This year (September term) has seen some major changes taking place, which are still in their infancy and not without teething problems. These are mainly due to staff and pupils adapting to the positive improvements and changes.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Information sent/given to parents and boarders.
- Counter bullying information to Parents, staff and pupils.
- Clear child protection guidelines and training in place.
- A clear management structure, clear to pupils and staff in the boarding department.
- Accommodation is identical throughout and is separated by ages.
- The school has a wide range of activities and the inspectors' view is that these are exceptional.
- The senior staff team described regular opportunities informally in place within the school to ensure boarders' views are obtained.
- Personal tutor system in the boarding house.
- Support offered to new boarders.
- Risk assessments
- Dedicated staff
- Entry swipe cards for boarders' security, key-code pads on all doors into the school and houses.
- Boarding staff roles and responsibilities clearly identified.
- Positive relationships between pupils and staff.
- Commendable practice from the nurse regarding the implementation of new policies and procedures in such a short time.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- ◆ Produce a policy in relation to alcohol, smoking and illegal substances.
- ◆ Develop the boarders' council in all three houses.
- ◆ Implement monitoring systems for the safe storage of pupils' money, mobile phones etc.
- ◆ Implement formal 1: 1 supervisions for all boarding staff.
- ◆ Produce an induction package for all new boarding staff.
- ◆ Collate all personnel records into one file.
- ◆ Bathroom privacy in two boarding houses.
- ◆ Monitor the possible overcrowded dorms in Turner house.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the first inspection this school has undertaken since the implementation of the National Minimum Standards.

The inspectors are pleased to report that it was very evident that the school has worked extremely hard to achieve these standards.

The National Minimum Standards for Boarding Schools consists of 52 standards that the school is measured against.

The inspection identified that 3 standards were not applicable, 3 standards were almost met and 46 were met, with 8 of these met with commendable practice.

In September 2004 the headmistress and the deputy head (pastoral), implemented an enormous amount of major changes in to the school and boarding. The inspectors understand that these changes had completely altered the ethos of boarding within the school. Considering the extraordinary measures and commitment from the senior team to ensure that the new culture succeeds, it was evident that all pupils and staff were positive about the implementation of the improvements, which in the inspectors' opinion is working very well.

The headmistress, deputy head, staff and pupils have all evidently worked hard to ensure that the school meets the National Minimum Standards and as the report identifies there are very few shortfalls that need to be rectified.

Well done: a positive inspection.

The inspectors would like to thank the pupils, staff, deputy and head for their co-operation during the course of the four day 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	6	That the school produce a policy regarding alcohol, smoking and illegal substances.	31.3.05
2	12	Develop consultation groups in all three houses	31.1.05
3	20	Implement recording and monitoring systems for the safe keeping of personal items e.g. money, phones.	31.1.05
4	26	Cease using door wedges and consult the fire authority regarding Dor-guards.	31.12.04
4	34	Implement formal recorded supervision of boarding staff	31.1.05
5	34	Develop and utilise an induction pack	31.1.05
6	38	Collate all personnel records	31.12.04
7	44	Look at ways of improving privacy in the bathrooms in two houses.	31.3.05

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

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	YES
Individual interviews with pupil(s)	YES

Date of Inspection	15/11/04
Time of Inspection	9:30
Duration of Inspection (hrs.)	99
Number of Inspector Days spent on site	3.5

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

FRO

7

TO

13

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

Boys	0
Girls	95
Total	95
Number of separate Boarding Houses	3

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"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?	4
<p>The school has worked extremely hard and produced a variety of documents to ensure standard 1 is met, these include:</p> <ul style="list-style-type: none"> ◆ A parents' handbook ◆ Parenting the boarder, (issued by BSA) a booklet for parents of new boarders. ◆ Boarding at Godstowe, standards of care, which clearly outlines information relating to the National Minimum Standards . ◆ Information about the weekend life at Godstowe ◆ Being a boarder (issued by BSA) ◆ Boarding Handbook. ◆ Standard terms and conditions ◆ School prospectus/brochure ◆ Staff Handbook ◆ Boarders diary <p>These documents outline the school's boarding principles and practices and are available to parents, boarders and staff and a number are displayed in the main hall of the school. Copies were made available to the inspectors and are now held at the local CSCI office.</p> <p>General advice has been given to the headmistress for the inclusion within the parents'/boarders' handbook, of an admissions criterion and a statement relating to whether the accommodation is suitable or not for children with a physical disability with regard to the nature and age of the building.</p>		

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?

4

The school has produced a comprehensive counter bullying policy and procedure. The policy clearly identifies: -

- ◆ A rationale
- ◆ Recognising the signs of bullying
- ◆ Guidelines and Procedures to follow.

The practice described by pupils and staff during interviews clearly evidenced that a written procedure is in place, and that all concerned have been trained in this area.

The school has also produced three leaflets for parents, pupils and staff.

The parents' one identifies how parents can help, outlines possible signs of bullying and states what the school will do.

The pupils' leaflet includes information about:-

- ◆ What bullying is
- ◆ How bullies act
- ◆ What bullies look like
- ◆ What a pupil should do if they see bullying taking place
- ◆ How do I support someone?
- ◆ What if I am the one being bullied?
- ◆ What will the school do?

The staff leaflet includes, what is bullying, procedures and consequences and why the school has an anti-bullying policy.

During pupil group discussions and from the pupil questionnaire information, it was very evident that the pupils are aware that bullying is not acceptable and all girls spoken with identified the procedure they would follow to ensure staff are made aware of any situations that arise.

The school clearly meets this standard.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

X

%

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?****3**

The inspectors judged that the school has adequately ensured that all staff have or are in the process of receiving child protection training. The next date is booked for January 05. All staff spoken with were clearly aware of the procedures and that the head mistress is the designated responsible person. The school clearly follows Buckinghamshire's Child Protection Policy and procedures, and the school holds a copy of the documents. Mr Collins the Pastoral Deputy Head has responsibility in ensuring that the boarding staff are fully conversed in the understanding of these policies. Mr Collins also works closely with the Boarding School Association and lectures for them regarding child protection.

The school evidently meets this standard.

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**

The school has a written policy on behaviour and discipline and use of punishments, which is known to boarders and staff.

The pupil handbook identifies that:-

REWARDS are given for both work and behaviour and recorded on orange pages at the back of the handbook.

There are four different levels for giving rewards:-

- ◆ Commendations – for good work and progress made
- ◆ Merits – excellent and sustained good work
- ◆ Distinctions – excellent work
- ◆ Citizenship points – particularly good behaviour or for helpfulness.

SANCTIONS are identified in the staff handbook-

- ◆ Unacceptable – is given for unacceptable levels of work or behaviour
- ◆ Written warning – is given for continued unacceptable behaviour or work or one serious offence.
- ◆ Detention- is given for three verbal warnings or a major offence.

The boarding houses have a slightly different system, which is based on a sticker system.

The girls are involved on placing earned stickers on the wall chart daily.

The pupils through the discussion groups and in their questionnaires identified a fair and just punishment regime. Sanctions such as going to bed 15 minutes early are imposed.

The school clearly meets this standard.

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?**

4

The school has a good system in place with a rapid timescale for action of five days to ensure all complaints are investigated appropriately.

Complaints are thoroughly investigated, evidence of correspondence within stated time frames is held on file. The complaint as well as the follow up correspondence to all parties involved is held with the original complaint documentation. There have been no formal complaints to the school relating to boarding during the past twelve months.

The policies in place are accessible through the

- Staff handbook
- Girls' handbook
- Parent guidelines
- Boarders' handbook
- Schools' policies and procedures file.
-

The complaints procedure clearly identifies

- How a complaint should be made or concern expressed
- "I don't want to complain as such, but there is something bothering me"
- "I am not sure whether to complain or not"
- What will happen next
- What happens about confidentiality
- What if I am not satisfied with the outcome?

Mr Collins has implemented a way for the pupils to make complaints or suggestions anonymously. It is called the Rainbow box, a brightly decorated box attached to the wall outside Mr Collins' office. The pupils on a regular basis evidently use this system.

The school has also implemented a school council and are in the process of developing a boarding council with five representatives from each boarding house.

The school has clearly met this standard, however advice is given to include CSCI's contact details.

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

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence

Standard met?

3

The school have produced policies in relation to alcohol, smoking and illegal substances. They were found to be well written, clear and concise.

There is also a policy in place for the prevention of major risks to health. Information on health care issues was provided to pupils through their normal curriculum.

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?

4

The two relatively new nurses in post have developed a comprehensive document of guidelines and relevant information to ensure the safety of all pupils. Each house has a copy of the guidelines. The document includes the following information :-

- ◆ Vomiting, and possible causes
- ◆ Temperatures – normal ranges, when and what medication is given such as Paracetamol.
- ◆ Guidelines for administering medication, clearly identifies permitted medication and creams and the administration details.
- ◆ A list of the homes' medical supplies
- ◆ Malaria regimes
- ◆ Head lice
- ◆ Management of Asthma
- ◆ How to use a metered dose inhaler
- ◆ How to use a space device e.g. Volumatic
- ◆ How to use a turbo haler
- ◆ How to teach and check peak flow
- ◆ Anaphylaxis
- ◆ Allergies, e.g. peanuts
- ◆ How to use an EpiPen
- ◆ General information for House staff and gap students

It was evident that the nurses work closely with the boarding staff and communication systems are being revised to improve this.

The nurses have also produced appropriate letters issued to parents regarding the pupils' health: letters regarding Malaria treatment, medication administration consent, information nurses would like to know about each pupil such as travel sickness, sleep walking, allergies, creams etc.

The school clearly meets this standard.

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>A clear management structure was evident throughout the inspection. The head and deputy head (Pastoral) clearly work closely together. Each boarding house has a clear structure of Housemistress and assistants.</p> <p>There is an adequate level of experienced staff within the boarding team with additional support from Gap students.</p> <p>The school has a strong supportive governing body that regularly visit the school.</p> <p>The school fully meets this standard.</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?**

4

Excellent initiatives are in place to crisis management planning, which are fully supported by the senior management team and governing body.

Relevant risk assessments are in place with all staff aware of their responsibilities should an emergency occur, these assessments were found to be of a high standard.

The written and the practical approach shown to meeting this standard is evidence of good practice.

The school meets this standard.

The inspectors discussed with the Head and Deputy the possibility of working closely with the fire authority on a planned evacuation of which the boarding pupils will have no knowledge.

Staff and pupils spoken with confirmed to the inspectors that they are aware of the procedures in place.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence**Standard met?**

3

The school has three individual boarding houses that have recently gone through a process of change, which the pupils were adapting to.

One house has been identified for the senior group of boarders aged 12 –13yrs old (Turner). The other two houses are for ages ranging between 7 and 11 years old (Highland and Walker).

All houses were found to be of similar standard; homely ambience, reasonably decorated with suitable furnishings.

The inspectors felt that Turner house had bedrooms that appeared to be a little over crowded, however the pupils clearly liked the lay out and were happy with their rooms.

The school clearly meets this standard.

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

A large variety of activities are available which are appropriately staffed with safeguards in place.

The school produces an activity timetable for evenings, offering two sessions one at 4.30pm and 5.30pm. such as

- Netball
- Fun Swim
- Drama
- Basket ball
- Art
- Silk Painting
- Problem solving
- Craft
- Singing
- Book reading
- Ballet
- Table tennis
- Needlework
- Cookery
- Climbing etc.

These activities are open to all pupils as well as boarding pupils.

Boarders have sufficient and suitably timed free time, the inspectors observed pupils relaxing, watching TV. or playing in the grounds.

Boarders are issued with swipe cards at the end of the school day which means at all times the staff know where they are or have been for security.

The boarders have access to excellent sports, arts and drama facilities. Throughout the school there was evidence of some excellent art and craftwork on display.

The school fully meets this standard.

Standard 12 (12.1 - 12.2)**Boarders have opportunity to contribute views to the operation of boarding provision.****Key Findings and Evidence****Standard met?****2**

The boarders have formal opportunities, currently being further developed, to express their views in the operation of the boarding facilities in the form of a boarding council, which will be utilised as a place for pupils to express views on boarding provision.

Turner and Walker houses had selected five pupils from each house to sit on the council, but at the time of the inspection Highlands had not voted for their representatives. Through pupil discussions it was clear that the pupils living in Highlands felt they had not been consulted fully, this was rectified during the course of the inspection.

The school is very proactive in ascertaining pupils' views and welcomes feedback from the girls.

The school has almost met this standard, the school is aware that these council meetings need to be implemented and we are positive they will be.

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**

The school operates a system of monitors and prefects. Prefects are selected in the summer term from the upper 3's. Monitors are selected in the Autumn term, with a number of other opportunities throughout the year. Prefects are guided in their duties by the monitors. Both parties have no disciplinary powers, but assist the staff in maintaining good discipline within the school, reporting any misdemeanours to the deputy head pastoral, Mr Collins.

The school has developed a code of conduct for the Monitors and Prefects to abide by, which are:-

- ◆ To set an example to the other pupils regarding behaviour and observance of school rules
- ◆ To demonstrate initiative
- ◆ To be confident, firm and fair in your dealing with others
- ◆ To be prepared to act independently of other pupils
- ◆ To be polite and good mannered
- ◆ To carry out duties in a professional manner
- ◆ To be punctual
- ◆ To tidy and observe the school's uniform code

Mr Collins meets with the prefect and monitors regularly. During the inspection he implemented minuting the meetings.

The school clearly meets this standard.

Standard 14 (14.1 - 14.6)

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

Key Findings and Evidence

Standard met?

3

In addition to the boarding staff, pupils are able to access a variety of people they could talk to.

However during group discussions the pupils clearly identified that they turn not only to the house staff but also to Mr Collins, as people they are most confident with.

The school makes available an independent listener and ensures easy access to this person. All pupils were aware the independent listener's telephone number is placed by the phones in the boarding houses.

A CRB is in place for all external people.

Helpline numbers such as the NSPCC and Childline were observed on the notice boards in the boarding areas. There was no evidence of CSCI's contact details although the school informed the inspectors the contact details will be placed by the phones.

The school fully meets this standard

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?**

4

The school has a surgery, which is efficiently managed by two Registered Nurses. Both Nurses ensure they are up-to-date with current nursing codes of conduct and ensure their own professional practice is up-dated.

The facilities are child friendly brightly decorated; there is a separate room with books and TV. etc for pupils to relax and recover who do not wish or need to be bed bound.

The sick room is well equipped with beds, dining facilities, cuddly toys and books. Separate toilet and bathing facilities are available for the surgery's use, which include both a bath and shower.

The Nurses keep relevant up to date information on all pupils.

As previously reported in standard 7 the two nurses have produced an excellent document for ensuring that all pupils health and well-being are met

The Nurses keep an up-to-date list of all staff First Aid certificates and dates for refresher courses.

The two nurses work very closely with the GP. The Doctor visits the school weekly and will see girls who request appointments as well as requesting to see certain pupils. The GP notes are held at the school ready for the weekly clinic. The GP is in the process of producing a confidentiality document between the surgery and the school nurses relating to the medical records held within the school.

The school ensures that all records are stored in compliance with the Data Protection Act 1998.

Medication is held in a locked room within the sick bay and only the nurses have access.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

The sick room is situated within calling distance of the clinic room. The surgery staff monitor the children efficiently whilst ensuring their privacy.

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

Records of specific health and personal problems of children are maintained by the Nurses, these were found to be thorough. Separate essential information was located in the boarding houses, and the nurses have worked closely with the housemistresses to ensure all staff are aware of individual girls' health issues.

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**

The inspectors did not witness any inappropriate discrimination throughout the course of the inspection. Information was noted on display for staff regarding equal opportunities. The school caters for a number of students from a variety of countries; these students reported being supported to become part of the community. The school chef incorporates vegetarian options and special diets for cultural needs.

The school clearly meets this standard.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

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

Private telephone facilities (pay phone), which are well located, are available for pupils to contact family members. Pupils also have access to the houses' landline phones for privacy. Pupils are also able to use their own mobile telephones to maintain contact.

A number of the younger girls reported that it is sometimes difficult to use the phone due to the older girls getting there first. The difficulty arises when the younger girls need to go to bed and they haven't been able to use a phone. This was fed back to the head and deputy and advice was given regarding times for the use of phones for the younger girls.

This standard was fully met.

Standard 20 (20.1 - 20.3)

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

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

Mobile phones are held in a main office of the boarding facility along with personal monies held on behalf of all boarders. The house staff reported that they receive purses from the girls, which are securely stored away.

The school and houses have implemented a system for recording and ensuring the safe storage of all valuables.

Lockable facilities are provided for all boarders.

Standard 21 (21.1 - 21.3)		
There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	4
<p>An induction pack is given to all new boarding pupils this includes</p> <ul style="list-style-type: none"> • Girls' handbook • Boarders' handbook <p>The handbook clearly identifies necessary regimes and activities within boarding. The school operates the use of a "buddy system" to ensure that a new boarder receives the appropriate orientation into the routines of boarding, such as accompanying to the dining room for breakfast and evening meal, inclusion in activities and ensuring the new boarder generally feels supported and included.</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?	3
<p>The School does not appoint guardians and has no input in the organising of guardians for pupils.</p> <p>The School fully meets this standard.</p>		

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>The Deputy Head Pastoral is responsible for collating risk assessments, which are developed by heads of departments. Health and Safety is also the responsibility of the Deputy Head Pastoral along with implementing and developing maintenance systems. The boarding staff record all accidents and incidents that occur while the girls are in the houses, copies are forwarded to the nurses who have the overall responsibility for recording all accidents.</p> <p>The headmistress is made aware of all significant events.</p> <p>Weekly boarding house staff meetings are in place and items such as this are discussed.</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

The catering for the school is supplied by a catering company and has been for a number of years.

The inspectors sampled food and found it to be of a good standard with menus reflective of what was offered on any given day.

A variety of foods were available which included a salad bar, hot meal or jacket potatoes.

The main lunch meal is supplied for the whole school with separate menus available for the breakfast and evening meal.

Breakfast consists of cereals, pastries to a full cooked meal. On the morning the inspectors joined the boarders for breakfast, the girls were very positive about the stuffed croissants that were available.

The evening meal being a hot option including a vegetarian alternative, however there was no alternative available for the girls who did not like the main evening meal.

The pupils reported that they are unable to return to the counter for seconds.

Fresh fruit appeared to be available to pupils throughout the day and evening.

The boarders and staff reported to the inspectors that with all the changes taking place, biscuits and snacks were now in short supply for the girls before they go to bed.

All meals are taken in the school dining room, which is sufficient in size to meet the needs of the boarders.

Crockery and cutlery was found to be cleaned to a high standard and were sufficient in numbers at the time of the inspection.

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

Snacks are available in the boarding facility, which the inspectors observed being consumed after school.

Facilities for the safe storage of perishables are made available in the kitchens.

A suggestion was made by boarders for a more flexible breakfast option during weekends, for example preparing breakfast over the weekend in their houses.

Drinking water is readily available throughout the boarding facilities and the school.

Standard 26 (26.1 - 26.5)

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

Key Findings and Evidence**Standard met?**

3

As stated in standard 9 the school exhibits good practice for the planning and implementing of emergency evacuation procedures from boarding accommodation.

Fire extinguishers are regularly tested. The last fire alarm test was carried out on 12th November 2004; these are carried out on a weekly basis, however a couple of missed entries were observed.

The houses/school carry out two fire drills per term the last recorded one was on the 11th October 2004 at 8.40pm, which took 2.5 minutes to evacuate.

During the first day of the inspection it was observed that throughout the boarding facilities door wedges were being used excessively. Once reported to the Head and Deputy they were immediately removed and placed in the office. It was strongly recommended that the Fire Authority visit the school to assess and advise on alternative door mechanisms that can be fitted which will enable the doors to remain open within the current legislative guidelines. The deputy head Mr Collins contacted the fire authority during the inspection and arranged a date for them to visit the school, the inspector has since been notified that the installation of appropriate Dor-guards have now taken place.

Standard 27 (27.1 - 27.3)

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence**Standard met?**

3

There are no unusual or onerous demands on boarders. The school provides adequate free time for pupils as well as prep time.

The School fully meets this standard

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

The School presently does not rent out or accommodate pupils other than those presently boarding

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

As previously mentioned in standard 9 and 23 the school fully meets this standard.

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

Information to the outside world is freely available throughout the boarding facility and school. There was evidence of newspapers being delivered daily to the houses; magazines were available along with the internet on one computer in each house. The pupils and staff reported that they were dissatisfied with only one connection per house. In addition televisions could be found throughout all houses.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	3
<p>The school has recently re-organised the boarding facilities, having re-deployed and employed new staff for each house.</p> <p>Each house has a housemistress, assistant housemistress and boarding staff along with a number of gap students who have recently been employed by the school. Seven new gap students will be joining the school in the new year.</p> <p>Supervision is adequate to meet the needs of the pupils and each boarder knows who is on duty as acknowledged during pupils' group discussion. All staff interviewed identified and confirmed adequate support for all staff undertaking boarding duties.</p> <p>The school fully meets this standard.</p>		

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

All trips off the school premises are risk assessed and supervision is in place for all trips and activities.

In addition the school has a swipe card system in place, which is activated at the end of the school day for all boarders.

The boarding staff identified that although the computer knows where each boarder is at any given time the house staff do not always know. It was advised that they reinstate the signing in and out book to at least ensure the house staff know whether the girls are in or 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

There is always a minimum of three staff sleeping/living in the boarding accommodation.

Through pupil group discussion junior and senior pupils all felt they were able to contact a member of staff during the night if required.

Staff are aware of who is in residence on any given night.

The school fully meets this standard.

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

All staff have clear job descriptions.

It is clear from discussions with staff that there is a yearly appraisal system now in place and staff were able to describe informal supervision taking place, however it was noted that supervisions are not at this time formalised. It is recommended a more formal supervision process be adopted to ensure all issues of concern are documented. However the inspectors acknowledge that formal staff meetings discuss the boarders fully regarding their education and boarding.

Staff described inset days and BSA training courses as taking place supporting them in their roles.

The inspectors were not aware of an in depth formal induction process for boarding staff,(no evidence) however they acknowledge that the school has a handbook for all staff and that in practice staff described shadowing a more experienced member of staff. It is recommended that this good practice be formalised in writing.

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

All policies and procedures are in place. A separate handbook is being developed and will be available to all boarding staff, which will cover all areas of boarding life.
The school has a disciplinary procedure in place.
The school fully meets this standard.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

3

All pupils spoken with conveyed a positive relationship with the staff and identified the deputy head, Mr Collins and found him to be approachable and supportive.
Generally communication is positive between staff and boarders.
All pupils expressed a positive relationship with gap students and believed boarding staff were available and approachable

Standard 37 (37.1 - 37.2)

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

Key Findings and Evidence**Standard met?**

3

Staff are respectful of the children's need for privacy, they were seen knocking before entering bedrooms and were unobtrusive whilst supervising washing and bathing times.

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**

The inspector perused a number of recently employed staff personnel files selected at random. A number of the employees files were missing a selection of documents such as:-

- References
- Written evidence of the interview
- Evidence of follow up phone calls to referees.
- Proof of qualifications

However, the inspectors acknowledge that the collation of relevant paper work was the responsibility of the Bursar, who has not been in post for some time. At the time of the inspection the responsibility appeared to rest with a number of people. The head Mistress and deputy agreed that there is a need for one person to take sole responsibility for the personnel records. The inspectors were in no doubt that this would be organised immediately.

The school does have an excellent system in place ensuring all staff are CRB cleared, this includes staff in post pre-April 2002.

The inspectors do however; insist that with immediate effect all new employees do not start work until compliance with this standard is met. The inspector noted that there was a need for a checklist to be put in place.

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**

CRB information as in standard 38.

The school has a signing in system, which clearly identifies visitors for staff and pupils. Once the visitors leave a school building they cannot re-enter without being escorted as all doors into the school and boarding areas are key-coded. The entry number to the key-code is not given to anybody other than pupils and staff.

After school finishes for the day, all boarding pupils and pupils staying for activities are issued with a swipe card. Each area that a pupil enters they must use their card to swipe in and out. This then is recorded on a computer, which clearly identifies where each pupil is or has been at any given time.

Maintenance staff are responsible for ensuring that workmen are not left alone at any time, unless they have been CRB checked by the school.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The boarding accommodation is in three separate houses in the school grounds. The boarding accommodation was well lit and ventilated with many dorms nicely decorated with pupils being able to personalise their dorms with posters and personal possessions. All the areas viewed were adequately maintained. Boarding areas were clean and no odours were detected. Furnishings in the boarding areas do not differ from dorm to dorm. The inspectors noted and the pupils reported that a number of settees were old and substandard. However, the inspectors acknowledge that the school has a rolling programme for replacement. The inspectors noted that the building is unsuitable for any pupil with a physical disability

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

Boarding accommodation is reserved for the exclusive use of boarders. Intruder alarms were also evident throughout the school and boarding. All external doors are only accessible by a coded keypad system.

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

The beds viewed by the inspectors appeared wide enough and of sound construction for the safety of boarders. The school provides bedding to a satisfactory standard and a number of pupils had brought in their own. All dormitories seen on the days of the inspection were giving the boarders sufficient space. No boarders reported that the dorms were overcrowded, however, the inspectors felt that in Turner House that a number of the dorms were overcrowded. During the feedback meeting to the headmistress and deputy, the inspectors recommended that, when new pupils move into the senior boarding house then there will be a need to re-evaluate the space available in each dorm. At the time of the inspection the girls in the crowded dorms were very happy with their rooms and space available.

Standard 43 (43.1 - 43.2)

Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence**Standard met?**

3

The pupils have supervised access to the classrooms in their free time. Prep is organised after lessons and the boarders are encouraged to read. One to one support is available throughout the waking day and was observed by the inspectors.

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

The boarding area has a number of toilet and washing facilities, which appeared to be adequately distributed throughout the boarding area. These areas were found to be clean and well ventilated. The boarders raised the issue of a lack of privacy in two out of three houses, which they felt was inadequate. This was fed back to the deputy head pastoral during the course of the inspection.

During the tour of the boarding the inspectors tested the temperature of the hot water at various points; this ranged from 39°- 56° C. Thermostatic valves have been installed throughout the boarding areas and are checked regularly. The head of maintenance was informed that the thermostatic valve in Turner kitchen had failed as it was recording high and this was rectified during the inspection. The boarding staff need to be aware that they should be recording the temperatures of baths and showers periodically to ensure that the valves are in good working order.

There is also a need to install a wash hand basin in the ground floor toilet in Turner House.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

Boarders have access to changing facilities during school hours; these are of a satisfactory nature.

Standard 46 (46.1 - 46.6)

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence**Standard met?**

3

All school amenities are available to boarders, with additional recreational space available throughout the boarding facility. As identified in standard 11, there are ample opportunities for pupils to access a variety of activities.

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?**

3

The school has implemented the appropriate amount of risk assessments and safety checks to ensure that the pupils are as safe as possible within this environment. During the course of the inspection the inspectors strongly felt that a set of steps to the boarding boot room was found to be dangerous and a hazard at all times, in particular during the winter months and felt the girls should not use them. The school was very proactive and responded immediately by cordoning off the steps.

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

The school's surgery is equipped to care for children who are ill; the inspectors felt it had a homely relaxed ambience. Pupils confirmed that it felt comfortable. The one problem identified, which is planned to be rectified in the coming twelve months is the fact that the sick bay is located up two flights of stairs, with no lift. The school was in the process of identifying an alternative area to locate the nurses and surgery. Any child who is sick can go home during a bout of illness; they would be accommodated in the sick room until such time as a parent or guardian can pick up the child. Any child who needs to remain at the school is adequately cared for by Registered Nurses and supporting staff.

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The Laundering of children's belongings is undertaken in a designated laundry room. Clothes are returned to the home ironed and ready to put away. Each boarding house has its own domestic laundry facilities for the pupils who wish to do their own washing and drying.		

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 school does not have a small shop on site for the purchasing of personal items and stationery. The headmistress informed the inspectors that they are looking into locating one within the school. At the time of the inspection boarding staff were purchasing items for the pupils who forget to bring them from home.		

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
The school does not arrange lodgings to accommodate pupils.		

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?	9
The school does not arrange short stay accommodation for pupils.		

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 15-18 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"Please find attached:

- Action Plan
- Policy: Drugs & Substance Use & Misuse
- Policy: Smoking
- Forms re: recording & monitoring for safe keeping of valuables
- Policy: Boarding staff development

Comments:

- Page 2: Francis should read Frances
- Page 10: Point 7: '04 should read '05
- Page 20 line 3: Deputy Housemistress has been omitted from the House Structure

Interpretation:

- "Exemplary" practice had been highlighted during the inspection i.e. Activity Programme, tutorial system some 4s had therefore been anticipated.
- For consistency throughout the report, should staff be referred to by name or position?"

- Frances Henson, 26.01.05.

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 2nd February 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Godstowe School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I _____ of Godstowe School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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S0000023088.V174051.R02

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