



Making Social Care
Better for People

inspection report

Boarding School

Cranbrook School

Waterloo Road

Cranbrook

Kent

TN17 3JD

and it was positive to note that 37 of the 49 standards inspected were met, three of which exceeded the performance indicators. Ten of the remaining twelve standards had

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

Cranbrook School

Address

Waterloo Road, Cranbrook, Kent, TN17 3JD

Tel No:

01580 711800

Fax No:

Email Address

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

Cranbrook School

Name of Head

Mrs Daly

CSCI Classification

Boarding School

Type of school

State Boarding School

Date of last boarding welfare inspection

NA

Date of Inspection Visit		11th January 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Sophie Wood	108854
Name of CSCI Inspector	2	Paul Coop	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Jane Laing	
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		TONY GUNN	

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 Cranbrook 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 Children Act 1989, 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.

Cranbrook School was founded in 1518 and is situated within the historic town of Cranbrook, in Kent. As a School within the state maintained sector, no tuition fees are payable and day pupils attend free. Boarding fees are charged by the Governors of the School.

Currently, 720 pupils attend the School, (co – educational, age range 13 – 18) and the 240 boarding places continue to be keenly sought after from all over the world.

Six separate boarding houses are run by a committed team of staff and the boarding provision is complimented with a 24 hour medical centre, which is run by a Registered Nurse and frequently supported by the local GP Practice.

The School boasts an excellent academic record, with the majority of pupils achieving nine or more GCSE passes at grades A,B, or C. Following this, four or five AS courses and three A Level (A2) courses commence in the sixth form.

The range of subjects offered is broad and recent investment has been placed within the provision of a Performing Arts and Music Centre. Pupils excel at sporting activities also and there remains a strong commitment to supporting Charities around the world.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Boarders have regular access to a dedicated team of boarding staff, many of whom have worked at the school for a number of years. There are excellent boarder / staff relationships in place. Boarding staff communicate effectively with each other and share ideas, concerns, developments and issues and these are routinely communicated to the Head Teacher. The Governing Body has a dedicated member who routinely visits the houses and liaises with the Matrons, thus ensuring good monitoring at this level.

Boarders have access to a wide range of personnel, including their peers, to whom they can go, in confidence with their own problems / concerns and a well –equipped medical centre provides 24 hour medical care, whenever this is required. A wide range of activities is provided during evenings and weekends.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Health and safety risk assessments within the boarding provision need to be revisited as a matter of priority and the school has been advised to forward an updated fire risk assessment to the local fire office.

The overall monitoring of records within boarding, for example, the use of sanctions require closer monitoring and ‘general consultation’ with boarders could be improved upon.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first inspection to be conducted under the auspices of the Care Standards Act 2000 and it was positive to note that 37 of the 49 standards inspected were met, three of which exceeded the performance indicators. Ten of the remaining twelve standards had only minor shortfalls and these, as well as the two standards remaining with major shortfalls had already been identified by the school as requiring further input.

In conclusion, the feedback meeting was positive, with the school's representatives demonstrating a verbal undertaking to address the areas requiring input / improvement as a matter of priority. The Lead Inspector looks forward to receiving an action plan, which demonstrates how and when these areas will be addressed.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS3	It is recommended that the school seeks to secure Child Protection training from an accredited external training agent and that all staff, including ancillary workers and prefects are provided with basic child protection awareness training.	Action Plan to be received by CSCI by 30/03/05
2	BS5	It is recommended that the complaints policy and procedure for pupils and parents be expanded upon and that further details include the role and function of the CSCI local office and how it can be contacted with regards welfare concerns.	Action Plan to be received by CSCI by 30/03/05
3	BS8	It is recommended that boarding policies be reviewed and updated, with any subsequent alterations expediently communicated to boarding staff. This recommendation is made within the context of those policies specifically discussed with the school's representatives, for example, the medication policy.	Action Plan to be received by CSCI by 30/03/05
4	BS11	It is recommended that consideration be given to making some of the school's facilities available for boarders' use outside of school time, for example music and art facilities.	Action Plan to be received by CSCI by 30/03/05

5	BS15	Please refer to the main body of this report, under standard 15 for the recommendations made by the CSCI Pharmacy Inspector.	Action Plan to be received by CSCI by 30/03/05
6		It is recommended that the monitoring of specific boarding areas be expanded upon and increased, for example, use of sanctions and complaints.	Action Plan to be received by CSCI by 30/03/05
7		It is recommended that systems be implemented to obtain the views of pupils regarding the quality and quantity meals currently provided and that consideration be given to reviewing the current lunch time of 1.30 pm.	Action Plan to be received by CSCI by 30/03/05
8		It is strongly recommended that the school's fire risk assessment be forwarded to the local fire office without delay and that routine drills and the checking of fire fighting alarms and equipment commence in accordance with the advice and guidance received from the fire office.	Action Plan to be received by CSCI by 30/03/05
9		It is recommended that the job descriptions of boarding staff be reviewed and updated and that the newly revised induction programme be implemented for all newly appointed members of the team. It is also recommended that annual appraisal meetings be held and documented, which should incorporate individual training needs and progress.	Action Plan to be received by CSCI by 30/03/05
10		It is strongly recommended that the school's actual recruitment practices be reviewed against the performance indicator 38.2, to ensure that all such listed checks are actively being followed and documented as such.	Action Plan to be received by CSCI by 30/03/05
11		It is recommended that boarding staff ensure that all visitors to boarding houses be required to 'sign in' and produce evidence of identity. It is further recommended that the guidance under standard 39.4 be implemented with regards all adults living at, though not employed by, the school.	Action Plan to be received by CSCI by 30/03/05

12		It is strongly recommended that the school review all risk assessments pertaining to 'boarding' health and safety matters, to include the elements as listed under standards 47.2, 47.3 and 47.4.	Action Plan to be received by CSCI by 30/03/05

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
1	BS1	It is recommended that the 'brochures' pertaining to each boarding house be completed and added to the School Prospectus.
2	BS2	It is recommended that all instances of reported or suspected instances of bullying be formally recorded and monitored.
3	BS7	It is recommended that records pertaining to the health and welfare needs of individual pupils be held centrally and shared with those who 'need to know'.
4	BS17	It is recommended that those pupils with specific 'welfare needs' have individual welfare plans formally instigated and worked to.
5		It is recommended that the school review its current provision of 'payphones', with particular attention towards the 'privacy' of making and receiving calls.
6		It is recommended that attention be paid towards the induction of boarders who join the school later than year 9, for example sixth formers and those from overseas.

*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	11/01/05
Time of Inspection	09:30
Duration of Inspection (hrs.)	72
Number of Inspector Days spent on site	3

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
M**

13

TO

17

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

Boys	148
Girls	88
Total	236
Number of separate Boarding Houses	6

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

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
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"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
<p>The school has a clear written prospectus, which is regularly updated and made available to parents, staff and boarders. In addition, separate literature is provided, including; a parent guide, boarders' handbook and boarding staff guidance.</p> <p>Through reading the additional documentation, the aims and ethos of the school, including admission criteria, facilities and support services for students, are clearly explained.</p> <p>It was very positive to note that each boarding house is currently reviewing its own documentation, in order that the very individual and unique aspects of each house are described fully for potential boarders.</p> <p>The inspectors recommended that the prospectus be reviewed to include greater detail about the boarding provision within the school, as the current document does not fully reflect the very good overall practice within this aspect of the school's provision.</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?	3
<p>The school holds clear written policies and procedures pertaining to the management of reported or witnessed instances of bullying.</p> <p>The figure below, derived from returned pupil questionnaires, was very positive and was further reinforced through the inspectors interviewing groups of pupils across all year groups. The written guidance covers the measures to be taken by the school in order to prevent bullying and how to respond to observed or reported instances.</p> <p>The staff members interviewed demonstrated a sound understanding of how the policy works in practice and pupils confirmed that past instances have been swiftly and competently dealt with.</p> <p>Although reported instances are rare, the inspectors recommended that all incidents are carefully monitored and scrutinised in an effort to determine any possible trends / patterns or particular venues whereby bullying has occurred, in an effort to reduce further episodes.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	92	%

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
<p>The school works to a clear and explicit child protection policy and procedure. The staff members interviewed had all attended recent child protection training and were confident about how, to whom and under what circumstances they would report concerns / allegations. The Head Teacher is the school's Designated Child Protection Coordinator and through being interviewed, she demonstrated a clear understanding as to how the local Social Services child protection procedures would be followed, in the event of the school making a referral.</p> <p>The policy clearly explained the role of the Board of Governors, in the event of the Head Teacher being implicated and guidance further included the avoidance of asking leading questions and the requirement to make a written record of disclosures received. In addition, a clear procedure was in place for staff to follow, in the event of a pupil being missing from school.</p> <p>Although ancillary staff were clear about the actions they would take, their responses were not derived through attending child protection training.</p> <p>The following advisory recommendations were made:</p> <ol style="list-style-type: none"> 1. That 'external' child protection training is used in between 'internal' sessions / updates. 2. That ancillary staff and prefects receive at least an introduction / foundation session pertaining to this subject. 		

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>Whilst the school has written guidance for staff pertaining to the use of discipline and punishments, the inspectors advised that this should be reviewed in order to ensure that a consistent approach is being adopted throughout the boarding provision.</p> <p>The inspectors were not advised of any inappropriate methods being used, however; a high number of boarders felt that each house applied rules and sanctions quite differently, for example; what may be permitted in one house is strictly not allowed in another.</p> <p>The inspectors of course accept that young people often talk amongst themselves and make assumptions, etc. Notwithstanding, this 'belief' was strongly put forward and it was therefore suggested that pupils be involved in reviewing the school's policy, by way of ensuring they understand the reasons why there may be differences, for example, taking into account, gender and age, in terms of setting safe and appropriate rules.</p> <p>The inspectors were very impressed with the attitude of boarding staff, who totally advocated that the rules and discipline methods used 'in school time' should be different to those in 'boarding', recognising that 'home' should feel very different from the school environment.</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>Boarders and parents are furnished with a clear complaint's procedure that details the stages from 'informal resolution' through to 'representation' to the Governing Board. Records were seen pertaining to any issues / concerns raised by parents with Boarding House Masters / Mistresses and it was evident from the documentation seen, that these had been promptly responded to.</p> <p>The Head Teacher is advised of any 'boarding complaint' or 'issue' not readily resolved and, appropriate to the situation, either supports the staff in resolving the problem or becomes 'involved' directly.</p> <p>From the records seen, numerous issues have been identified and addressed through the informal resolution route, demonstrating that the responses of the school have been appropriate and sufficient. The inspectors found no evidence to suggest that complaints had needed to be taken through to the formal stages.</p> <p>Pupils further supported this finding by stating that they would talk to their own Boarding staff and would feel confident in doing so.</p> <p>Advisory recommendations pertaining to this standard are;</p> <ol style="list-style-type: none"> 1. Details of the local CSCI office, including its role, are featured within the Complaint's literature for parents and pupils. 2. Pupils joining the school 'later on', for example at sixth form, receive this guidance specifically, as a number of those such pupils interviewed were not fully conversant with the school's procedure. 		
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?	4
<p>The school adopts an excellent approach in terms of the additional support provided to boarders, as an extension to the PHSE curriculum followed in school.</p> <p>Staff remain acutely aware of the risks involved in terms of the use of alcohol, smoking and illegal substances and place great emphasis upon education and prevention as opposed to simply reacting to instances once they have occurred.</p> <p>The nursing team routinely provide additional staff training and hold sessions with the boarders and 'sex education' is pitched at an appropriate level, in terms of age and understanding.</p> <p>The school has developed a good relationship with the local police and clear processes remain in place, in the event that a pupil may need to be referred for additional external support, for example counselling.</p> <p>The school is commended for its preventive and realistic approach to these issues, which is reflected by the low instances that occur.</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?	2
<p>A number of boarders' files were randomly selected for the purposes of the inspection. Within each boarding house, a file pertaining to each boarder is held securely and a 'main' file for each individual is held centrally in the administration department.</p> <p>Those seen contained relevant information, including allergies, immediate health needs and the name and contact numbers of those with parental responsibility.</p> <p>Separate files are also held in the medical centre.</p> <p>In the main, the systems in place were working, however, with regards pupils who may be experiencing personal, health or emotional difficulties, the inspectors suggested that some pieces of information may be held in one place and not transferred to another and this could possibly result in certain staff members being more 'up to date' than others regarding a particular issue or need. It was also recommended that consideration be given with regards the sharing of 'confidential information' between key staff members. Whilst it is clearly recognised that nurses in particular are bound by strict codes of professional practice, there may be occasions whereby some information could be shared with the staff who are acting in loco – parentis.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

The boarding provision of the school is staffed by a dedicated team, many of whom have been employed for a number of years. Sound professional relationships were observed and adequate time is made available for colleagues to meet with each other and the Head Teacher to monitor the boarding provision.

Such staff have access to continued and relevant training courses and a system to introduce annual appraisal is being introduced.

The school recognises the need to further develop some areas, including a review of a number of policies and procedures and evidence was seen to demonstrate that this is ongoing.

At the time of the inspection, interviews were being held for a House Master position, which is currently being filled by a schoolteacher as a temporary measure.

A School Governor, with a particular 'role' within boarding was interviewed and her particular input, which includes the monitoring of records, regular visits to the houses and meetings with the Matrons was commended by the inspectors as an example of excellent practice.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The Head Teacher has a clear 'Crises Plan', which includes the management of specific foreseeable major incidents.

These include, fire, major illnesses, significant accidents and serious allegations or complaints.

The contents, including the roles and responsibilities of key staff members are known by the staff team and a clear procedure is in place with regards dealing with 'press interest'.

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 six boarding houses; two accommodating girls, three accommodating senior boys and a junior boys' house dedicated to the 13+ entry for their first 'settling in' year. Whilst the houses do vary in terms of their location, age and size, care has been taken throughout the provision to ensure that pupils are appropriately separated in terms of age and gender, with regards sleeping and bathroom provision.

At the time of the inspection, some houses had been recently refurbished / re – decorated, whilst others were awaiting such works and it was recognised that the school is working on a rolling programme of planned refurbishment. Whilst this obviously made some areas look 'better' than others, it is recognised that such works cannot be completed everywhere at the same time.

Some 'dormitory' provision remains in place for younger years, however, as pupils grow older, double and single rooms are provided in recognition of their changing needs.

The inspectors did not observe any marked differences in terms of the boarding practice of staff and further, recognise that it would be of no benefit for every house to replicate the other. However, as has been previously mentioned, a high percentage of pupils believe that practice and routines differ significantly and it is recommended that the school explore this 'perception' further, perhaps through Student Council.

Standard 11 (11.1 - 11.6)

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

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

Dependent upon their age, pupils are able to explore and use a variety of resources within and outside of the school / boarding house.

The inspectors attended a 'Boarding meeting', during which a wide range of previous and planned activities were being discussed. Ideas from boarders were being given due consideration and weekend activities in particular were being given a high profile.

The school has good resources to accommodate regular trips and outings and the boarders spoken with, appreciated these.

Within houses, common rooms and games rooms are readily accessible and boarders are able to visit each other's houses also.

From the returned boarders' questionnaires, 66% advised that the school provides plenty / enough activities.

A common 'groan' was made regarding the 'astro turf'; however, this is due to be replaced. The inspectors recommended that further consideration be given to making some of the excellent facilities, including the performing arts block and music department more widely available during weekends and evenings.

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>The school council meets on a weekly basis and is chaired by pupils. In addition, a Boarder's House Council is also in place and the pupils spoken with were positive about this forum. A high percentage of those interviewed stated that they enjoy such positive relationships with the boarding staff, they frequently do not feel the need to take matters any further than by speaking to staff 'in house'. Further examples were given as to how they are routinely consulted, including, redecoration, equipment for the games room and evening activities. Those interviewed confirmed that such matters are explored 'with' them by the boarding staff.</p> <p>It was therefore difficult to understand the one element consistently referred to, regarding their view that a degree of inequity exists among the 'rules' within the houses and pupils were strongly advised by the inspectors to take this debate to the very good forums that are available to them.</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>A clearly defined 'Prefect' system is in place, with such individuals referred to as 'Supervisors'. There are also Head Boys, Head Girls and Deputies and House Captains, with such posts proportionately filled by boarders.</p> <p>The inspectors saw evidence to demonstrate that individuals attend a training session and are given written documentation, which describes their roles and responsibilities. Weekly meetings are held with the Deputy Head, in order that clear supervision is maintained. It was noted that the written documentation, (role and job description), held within Cornwallis was excellent and it was recommended this be shared and adopted across the houses. Such candidates cannot deliver inappropriate sanctions and are required to 'pass on' any particular behavioural instances to staff to deal with.</p> <p>It was further recommended that such candidates be provided with guidance pertaining to 'child protection awareness'.</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?	4
<p>The evidence obtained regarding this standard was excellent.</p> <p>Boarders have a wide range of personnel available to them at all times and the relationships described to the inspectors were sound.</p> <p>The nursing team have the ability to make appropriate external referrals, should additional support and expertise be required and Tutors and Boarding staff communicate effectively, ensuring that 'known' difficulties / problems are monitored.</p> <p>The inspectors were most impressed with the 'Student Listener' scheme, whereby pupils can contact these individuals by e-mail anonymously, should they wish to convey a problem or issue. Those sixth formers in this role are provided with appropriate guidance and support however, it was recommended that, similar to the recommendation made about 'Supervisors', they too, be given specific guidance pertaining to 'child protection'.</p>		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 – 15.14)

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

Key Findings and Evidence

Standard met?

2

As part of the inspection process, Mrs Jane Vaughan, CSCI Pharmacy Inspector, inspected this particular aspect of the school's provision. The following text reflects her findings;

“Boarders at Cranbrook school receive good medical support, from four registered nurses, from 8am to 8pm five days a week and during sports events at the weekend, with on call cover at all other times. The nurses provide health education and advice to staff and pupils as appropriate. Boarders are taken to doctor, dentist and hospital appointments as necessary. A GP visits the school twice a week and physiotherapist visits the school weekly. Boarders have access to a female doctor if required.

First aid and minor injury and illness treatment is available at all times. The clinical room was well fitted. The inspector noted stocks of Prescription Only Medication. An open window during the inspection might allow unauthorised access. There were two en-suite, four bedded rooms in the medical centre. There were no sick bay facilities in the houses.

Records of medication administered were entered into diaries either in the houses or the medical centre; there was no central record. The inspector was told that details of medication administered and sickness were communicated between relevant staff.

There were no central records of prescribed medication or homely remedies administered to each child, nor was there a formal record of medication brought into the school. There were no guidelines for staff administering medication purchased and sent to school by parents. The inspector was told that a nurse would be contacted before administration.

There were out of date remedies in the medical centre and houses.
 The school did not have a protocol for the use of homely remedies, which varied, across the school. There was no accountability for these remedies. Each house had a first aid cupboard.

Tubes of cream for first aid were applied to more than one child. Loose strips of tablets and liquid remedies not properly labelled were seen.

Staff questioned were not aware of any boarders administering their own medication.
 Training received by the matrons was variable”.

Recommendations

Standard 15.7 All non-nursing staff administering medication should receive training in medication management.

Standard 15.8 Prescribed medication is not kept for general use for other boarders or added to “stock” for such use.

Standard 15.9 A protocol of appropriate “homely remedies” is produced including guidance on their use, recording of receipt, administration and a running total kept.

Standard 15.10 All medication in the school should be in original packs or properly labelled by the pharmacist

Standard 15.11. There is a protocol for boarders wishing to administer their own medication including an assessment of their ability to do so.

Standard 15.12 There is a comprehensive formal record of all medication, treatment or first aid administered, including reason for administration, to boarders which is signed.

Standard 15.14 Written, parental permission has been obtained in advance for the administration of first aid, non-prescription medication and required medical treatments.

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 school has a well – equipped medical centre with the provision to accommodate ill pupils during the day and night, should this become necessary.
 Whilst there is no separate provision within the boarding houses to accommodate a sick pupil, staff confirmed that if isolation or additional assistance were required, then the ‘on call’ nurse would attend and transfer the individual to the medical centre.
 Within the houses, staff accommodation is situated within easy access to pupils during the night and those spoken to, confirmed that they could easily summons assistance rapidly if it were needed.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	2
<p>As has been previously mentioned, members of staff do communicate regularly and records are held pertaining to any particular difficulties being experienced by individual pupils. Documentation seen, demonstrated that appropriate actions had been taken as a direct consequence of behavioural issues, of which' parents had been kept informed. Given the details seen, pertaining to some specific instances, the school is reminded of the importance of developing and working to an agreed 'welfare plan', whereby significant issues or concerns are apparent. The role and actions of staff need to be clearly and explicitly recorded.</p> <p>This standard reflects an area whereby the actual 'practice' of the school exceeds the written documentation required.</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 school has clear written guidance in place, pertaining to discrimination and equal opportunities and evidence was seen to demonstrate that this is implemented in practice. Throughout pupil discussion groups, no adverse comments were received in respect of this topic and the inspectors were advised that pupils do not feel that they are treated differently or adversely on the grounds of their ethnicity or gender. Reasonable steps are taken by the school in accordance with pupils' religious, cultural and dietary needs.</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 confirmed that they are able to maintain regular, private contact with their parents and families.</p> <p>This is achieved through telephone contact, with many pupils having their own mobiles, letters and e –mail. All of the houses are able to provide a private area for visitors to pupils if this is requested.</p> <p>Although many pupils do use their own mobile phones, the inspectors noted that payphones are situated throughout the boarding provision and a cordless house phone can also be used. However, the latter option would necessitate asking a member of staff to use it. It was also noted that a number of the payphones in place did not offer sufficient 'privacy', for example, one being situated at the top of a staircase and it was recommended that this provision be reviewed.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>The inspectors were advised that incidents of 'theft' frequently fluctuate, with long periods of no difficulties, interspersed with occasional episodes. Discussions with boarders further confirmed that whilst some groups reported no problems at all, others had experienced some losses.</p> <p>The school has actively attempted to reduce the risk of such occurrences and pupils are provided with lockable storage.</p> <p>Some pupils wanted to be able to lock their own rooms whereas others did not see the need. Pupils are actively discouraged from bringing in very valuable items or large sums of money and younger pupils can have their pocket money 'looked after' on their behalf.</p> <p>The inspectors recommended that this area be further explored across the houses in an attempt that instances are clearly monitored, with appropriate measures in place, whilst ensuring that 'over reaction' does not occur.</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>All potential boarders are provided with written guidance prior to joining the school. Wherever possible, individuals are shown the provision and it is often found that siblings want to join the house their brother / sister attended. Decisions about which house to join are made within the context of vacancies, pupil wishes and staff opinions as to which style / type of house would meet the individual needs of the pupil.</p> <p>Upon joining, a 'buddy type' scheme is in place and senior pupils, in particular, Supervisors, are required to 'keep an eye' on newcomers to ensure they 'settle in'.</p> <p>All of the pupils spoken with talked positively about their experience of first joining the school and felt that they had been introduced in a positive way.</p> <p>This aspect will be further enhanced with the finalisation of each house producing its own booklet that accurately describes its purpose, function and daily routines.</p> <p>It was recommended that clear and specific attention is paid to boarders who join the school 'later on', for example in the sixth form and from abroad. Such individuals have a uniquely different set of needs with regards 'settling in' as others; for example, many of the younger pupils already know others and may be joining alongside existing friends, whereas those joining later on and from abroad may have no one known to them and also have no family members in the country.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
This standard is 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?**

2

Whilst some very clear monitoring was being conducted, there were areas where improvements were needed to demonstrate that 'formal' monitoring mechanisms remain in place.

It was evident that all matters pertaining to instances of bullying were being scrutinised by the Deputy Head, however, there was little evidence to suggest that the use of sanctions across the houses were being routinely monitored to ensure that a consistent approach is being applied.

Once again, the inspectors were in no doubt that colleagues routinely verbally communicate about such matters. However, it would be deemed to be the role of the Head of Boarding to routinely read and review such documents to satisfy himself that the practice continues to reflect the boarding aims and principles of the school.

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?**

2

This particular standard generated a very 'mixed' response from pupils.

Meals were taken by the inspectors in the main dining hall, which serves all of the three main meals.

At the time of the inspection, the food was seen to be sufficient in terms of variety and quantity, however, a high number of older pupils felt that they did not receive 'enough' and although the inspectors were informed that pupils can request additional helpings, pupils themselves stated that they could not.

The dining room area itself has recently been refurbished, with 'fixed' seats and again, older pupils often commented that these were uncomfortable and did not afford sufficient leg - room.

Meal times were observed to be very busy, with much noise generated by the large groups attending.

It was also noted that lunch - time does not commence until 1.30pm and a high number of pupils stated that they are very hungry by this time and would appreciate an earlier start.

Although some consultation with pupils is being conducted, it is strongly recommended that this be expended upon and increased.

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
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Boarders do have access to plenty of drinking water throughout the school site and in fact, additional water fountains have been ordered.
 Pupils reported that they are provided with additional snacks and drinks in their boarding houses, with older pupils having access to prepare own food and drinks should they wish. Within the houses, kitchen facilities were seen and each house is provided with daily amounts of fresh fruit, bread, milk and spreads.

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?	1
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Although some evidence was found to suggest that fire precautions were in place, for example, smoke detectors, fire extinguishers and some practising of fire drills, this standard was found to have 'major shortfalls'.
 Fire drills are not occurring at least termly within 'boarding time' and the required testing of alarms and equipment is not sufficient.
 The inspectors were advised that the local fire office had not visited for a number of years and that the schools own fire risk assessment was in the process of being updated.
 The inspectors recommended that the fire risk assessment is updated and shared with the local fire office as a matter of priority.

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
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The inspectors found that, although some specific responsibilities are given to pupils, these were carefully considered and agreed in terms of the age, ability and the academic workload of the pupil. It was pleasing to be advised by pupils that any additional responsibilities are closely monitored and there have been occasions where these have been removed should individuals be experiencing difficulties or undue pressure.

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

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
<p>The inspector was advised that a member of the teaching staff had recently been given the task of coordinating and formalising risk assessments for all 'high risk' activities. This individual was interviewed throughout the course of the inspection and provided clear evidence of the steps taken so far, including his own external training, the implementation of clear and detailed risk assessments, which have to be endorsed by him prior to any such activity commencing.</p> <p>The school does provide a number of trips abroad and the boarding staff frequently take pupils 'off site' at weekends. Hence, risk assessments are required for every such activity and must include staffing levels, emergency procedures and written parental consent for each and every activity.</p> <p>Upon the return from 'big' trips, e.g. sporting tours, a de –brief is held upon the return in order to identify any problems or hazards which may have occurred, ensuring that future trips can benefit from such information.</p> <p>A particular member of the boarding team is responsible for presenting all such proposed boarding activities in this way, in order that all are vetted and risk assessed before commencing.</p> <p>The inspector found such records to be in good order and recommended that the key staff member be invited to present this topic at a forthcoming Inset training day, to ensure that all staff are fully aware of this relatively new procedure.</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
<p>The school provides daily newspapers and access to suitable media information through television and the internet.</p> <p>Younger pupils are enabled to access the local town in supervised groups, whereas older pupils are permitted to leave the school site alone, subject to agreed times and venues.</p>		

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	3
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Duty rosters were seen in respect of all of the boarding houses, with safe and sufficient levels found in each case. It was also noted that specific arrangements are in place with regards sufficient cover for exeat weekends for those boarders remaining in school. In addition to the designated 'boarding team', teachers are also required to provide 'cover' at set times outside of their teaching timetable, in order to assist with boarding activities, when additional staffing may be required.

It was further noted that members of the existing boarding team can be contacted during 'time off' should this be required, due to sickness, etc.

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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The school has clear and specific written guidance pertaining to the supervision of pupils whilst they are away from the school site. It was evident from those pupils interviewed that they fully understand this guidance.

Planned trips and excursions are risk assessed, with staffing levels complying with DfES guidance. Use of school transport, private vehicle hire and public transport is also risk assessed.

Written parental consent is required for boarders wishing to visit each others' homes during weekends and clear 'rules' are in place for older boarders leaving the site during evenings and weekends, with a robust signing in / out system being noted by the inspectors.

Gap students are not given sole responsibility for the supervision of pupils both on and off site.

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
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All of the boarding houses have resident staff, readily available to the boarders throughout the night. Those interviewed confirmed that they are able to summons assistance expediently, should this be necessary, in particular, those from the Junior Boys' House.

Systems are in place for the staff on duty to know exactly which boarders are resident each night and where they are sleeping.

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
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The school had already identified this standard as an area requiring improvement and was able to demonstrate that measures were in hand to commence with a review of current job descriptions and induction for new staff.

That noted; it was evident that boarding staff do already have written job descriptions and the induction process has recently become 'more formalised'. The inspectors were also advised that a formal appraisal process is to be implemented in the near future.

Therefore, although it was found that further work is required in order for this standard to be fully met, it was promising to find evidence that such work was underway before the inspection commenced and not as a result of it.

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 members of the boarding team have 'up to date' written guidance on the school's boarding policies and practice. This is presented in the form of a 'Staff Handbook', a copy of which was seen by the inspectors.

The information within is concise and clear and covers such topics as child protection, bullying, promoting welfare, dealing with complaints, etc.

In accordance with standard 35.4, a clear disciplinary procedure, which includes the provision for precautionary suspension of staff when necessary, pending investigation or final decision following allegations, was seen.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

4

Throughout the course of the inspection boarders and staff were interviewed and the inspectors spent time in the evenings observing the actual practice of the boarding team, during their interactions with boarders.

The evidence obtained supported that some excellent relationships exist and although some negative comments were received during group interviews, boarders overwhelmingly stated that they all have members of staff to whom they can go with a problem or difficulty.

It was particularly positive to note the loyalty displayed by boarders, in terms of their own boarding house, with each saying that theirs "is the best", and this was frequently attributed to "having the best staff".

Standard 37 (37.1 - 37.2)

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

Key Findings and Evidence**Standard met?**

3

Within written guidance for staff, the protection of boarders' privacy is included, for example, being sensitive about dressing / undressing times and ensuring to knock on doors before entering.

Through discussion groups with boarders, the majority stated that their privacy is respected by staff and the remaining few contrary comments were shared at the feedback meeting.

Standard 38 (38.1 - 38.10)
Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence	Standard met?	2
<p>Through the inspection of staff personnel files, it was evident that the recruitment practice of the school has improved over recent years. A clear recruitment policy and procedure is in place and a number of staff files were randomly selected in order to measure this standard. CRB certificates had been obtained in every case, with regards appointments made after 2002. In most cases, two written references were held and appropriate checks and references were made in respect of 'gap students'.</p> <p>With regards the need to further improve upon this area, attention is drawn to all of the elements as listed under standard 38.2, for example, telephone verification of references and a written record of the interview including the explanation of any gaps in C.V's.</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?	2
<p>The school was able to demonstrate the preventative measures taken in order to restrict adult access to boarding accommodation. Such measures include key - pads on all external doors and cleaning, maintenance and major works undertaken when boarders are in school. All of the staff interviewed demonstrated a sound understanding of the need for them to supervise contract staff and school visitors, including any use of 'sessional workers / instructors'.</p> <p>In accordance with standard 39.4, it was recommended that the school review any written agreements it holds with regards any adults not employed by the school, but living in the same building as boarding accommodation, for example 'spouses', to make specific their responsibility to supervise own visitors and notify a designated senior member of staff if they are charged with, or convicted of, any offence.</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

All of the boarding houses were toured throughout the course of the inspection. In particular, the inspectors were impressed at the very high standard of cleanliness seen and were told by boarders that this is always the case.

Although it was noted that some houses were in 'better' condition more generally, for example general décor and standard of furnishings, it was noted that these houses had recently been redecorated and refurbished. Further written evidence was seen to support that a rolling programme of planned refurbishment is in place, with the other houses due for similar works over the next few years.

Currently, the houses offer accommodation that meets the needs of those in residence, however; should boarding numbers increase, the inspectors would recommend that extra housing be obtained as the current houses would be at risk of overcrowding.

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
<p>Some good security measures were noted throughout the course of the inspection, including key –pads on all external doors to boarding houses, the codes for which are routinely changed. The school balances the wishes of boarders to invite friends to their house with the need to protect against unwanted visitors and those boarders interviewed were very clear about the rules in place to assist with this.</p> <p>More recently, CCTV has been installed within the main school grounds, where some of the boarding houses are situated. Whilst a number of pupils stated that this intrudes on their privacy, the inspectors observed that such cameras operate in areas close to a public right of way and do indeed offer additional security for the benefit of all of those accommodated within the school.</p> <p>Boarders are required to ‘sign in’ and ‘out’ of their houses and the inspectors were informed that all visitors are required to do the same. The inspectors were not always asked to when visiting the houses and it was recommended that the importance of ‘tracking’ all visitors be reiterated to boarding staff.</p>		

Standard 42 (42.1 - 42.14)		
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	2
<p>In the main, the sleeping accommodation for boarders was found to be satisfactory. As pupils become older, so the need for single room accommodation is appreciated, with such rooms being furnished with desks and extra shelving for books.</p> <p>One house is dedicated to providing accommodation for year 9 boys only, two houses accommodate girls and the remaining three accommodate boys. These houses ‘separate’ boarders by accommodating year groups on different floors or in different parts of the house. During the course of the tour of premises, the inspector advised that the year 9 sleeping accommodation in Blueberry House appeared to be somewhat cramped and a recommendation was made for the school to refer to the School Premises regulations 1999, to ensure that space requirements are being met.</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>Throughout the course of the inspection, organised study times within the houses were observed. These were well –ordered and managed appropriately, with older pupils enabled to further study in their own rooms.</p> <p>Boarders confirmed that they have access to the school library and other required materials.</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?	3
<p>Throughout all of the houses the inspectors were very impressed with the high standard of cleanliness observed and pupils confirmed that this standard is applied by cleaning staff on a daily basis.</p> <p>Houses were found to be furnished with the appropriate number of toilets and bathrooms and no adverse comments were received from boarders regarding privacy, hot water supply or queuing in the mornings.</p> <p>It was noted however, that the girls rarely use two particular shower rooms in Bluebery House. This was blamed upon poor water pressure and heating and in reality, results in a restricted number of bathrooms actually being used. This aspect was shared with the Bursar at the end of the inspection.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Ample and sufficient changing areas are provided within the school for sports, etc. Pupils' privacy is not compromised and such facilities are not shared at the same time by pupils of widely differing ages, or by visitors, or staff.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>Within all of the boarding houses, a sufficient amount of communal space was found. Although the provision differed, facilities were seen in all houses, in terms of television rooms, kitchen areas and games' rooms. Some good examples including a 'textiles / art' room in 'Bluebery' and the 'Games' room in 'Rammell' were very popular, and although provision was seen, in terms of 'quiet' areas, this was the one area that pupils felt could be expanded upon and improved. The inspectors deemed the provision as sufficient in terms of the actual space afforded and strongly recommended that this is not reduced. Certain areas would benefit from redecoration and furniture replacement.</p> <p>The immediate grounds of the school were safe and the recent installation of CCTV further assists with security.</p> <p>Pupils know which areas are 'out of bounds', for example the outdoor swimming pool and pathways are well – lit at night.</p> <p>It was pleasing to note that the astro turf is due to be refurbished, as this provision is hugely popular with the pupils.</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**

The Bursar provided some good examples of risk assessments and safety precautions routinely in place. However, further improvements are necessary, given some of the examples observed by the inspectors.

These included; trailing and overloaded electrical leads and sockets, the absence of fridge / freezer temperature recording, a number of unrestricted windows and limited evidence of electrical PAT testing.

A clear and updated Health and Safety policy was seen, as were minutes of regular Health and safety committee meetings. Pupils were conversant with school rules pertaining to 'out of bounds' areas and it was evident that classrooms in particular had recently been fully audited with regards 'health and safety'. It was strongly recommended that boarding areas are now given the same vigorous standard of vetting.

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**

Given the size and population of the boarding element of the school, a fully furnished medical centre has recently been built within the school grounds.

All boarding staff are aware of the facilities and can refer pupils to be cared for at the centre by 'on call' nursing staff, should this become necessary, during the evening or at weekends. This provision was inspected by a CSCI Pharmacy Inspector and was found to be fully compliant with the performance indicators of this standard.

Standard 49 (49.1 - 49.3)

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

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

Each house has its own separate 'laundry room' and matrons are responsible for ensuring that all laundering is completed on time and to a 'good standard'. Throughout the course of the inspection, boarders were asked to comment upon this provision and very few negative comments were received. Older pupils can use the facilities themselves and systems are in place within each house to ensure that bedding and uniforms are regularly laundered and returned to their rightful owners.

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**

Given the ease of access to the town of Cranbrook, the stock available from the school shop and the 'supplies' held by the Matrons within the houses, pupils confirmed that they experienced no difficulties in obtaining such necessary items.

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

Standard 52 (52.1 - 52.8)		
Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
<p>A clear and detailed policy and procedure is in place with regards the use of any off –site, short –stay accommodation used by the school.</p> <p>As has previously been mentioned under the standard pertaining to the risk assessment of high- risk activities, a key member of staff retains the responsibility for ensuring that all school trips involving the use of such accommodation are thoroughly risk assessed.</p> <p>Such assessments include the arrangements to be made in terms of adequate levels of supervision, transport arrangements, emergency procedures and the vetting and insurance proof of any external instructors and resorts.</p> <p>Such written information, including a de -brief of the excursion once completed, is held at the school, in order to benefit and improve upon future trips.</p>		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Lead Regulatory Inspector **Sophie Wood** _____

Signature _____



Second Regulatory Inspector _____

Signature _____

Regulation Manager **Paul Coop** _____

Signature _____

Date **20 April 2005** _____

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 11th, 12th & 13th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>	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"/>	NO

Note:

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

D.2 Please provide the Commission with a written Action Plan by 30/3/05, 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"/>	NO
Head has declined to provide an action plan	<input type="checkbox"/>	NO
Other: <enter details here>	<input type="checkbox"/>	NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mrs A.S. Daly of Cranbrook 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 Mrs A.S. Daly of Cranbrook 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.

Cranbrook School / and it was positive to note that 37 of the 49 standards inspected were met, three of which exceeded the performance indicators. Ten of the remaining twelve standards had only minor shortfalls and these, as well as the two standards remaining with major shortfalls had already been identified by the school as requiring further input. In conclusion,

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