



Champions for  
Social Care  
Improvement

# inspection report

Children's Services

## **Royal Hospital School**

Holbrook

Ipswich

Suffolk

IP9 2RX

20th November 2003

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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

<b>TYPE OF ADDITIONAL INSPECTION VISIT</b>
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<b>Statutory Unannounced Inspection</b>	
<b>Follow up of Previous Inspection</b>	
<b>Follow up of Enforcement Action</b>	
<b>Complaints Investigation</b>	
<b>Monitoring Visit</b>	YES
<b>Advisory Visit</b>	
<b>Other</b>	
<b>Specify:</b>	

<b>TYPE OF SERVICE INSPECTED</b>
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<b>Children's Home</b>	
<b>Boarding School (not registered as a children's home)</b>	YES
<b>Residential Special School (not registered as a children's home)</b>	
<b>Further Education College</b>	
<b>Residential Family Centre</b>	
<b>Independent Fostering Agency</b>	
<b>Local Authority Fostering Service</b>	
<b>Voluntary Adoption Agency</b>	
<b>Local Authority Adoption Service</b>	
<b>ID Code</b>	
<b>Lead Inspector</b>	1 David Welch 077308
<b>Name of Further Inspector (if applicable)</b>	2 N/a
<b>Name of Further Inspector (if applicable)</b>	3 N/a
<b>Name of Further Inspector (if applicable)</b>	4 N/a
<b>Name of Lay Assessors (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.	N/a
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>	N/a
<b>Name of Establishment Representative at the time of inspection</b>	Mr J Gladwin

<b>Number of Inspector Days spent on site:</b>	0.25
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### SPECIFIC OBJECTIVE(S) OF THE VISIT

The purpose of the visit was to discuss progress on the recommendations from a previous welfare inspection, the last in a programme of 4 annual visits that examined in detail the operation of all 11 boarding houses; to monitor how pupils new to boarding had been informed about the school prior to their deciding to board, what efforts had been made to welcome them and help them to settle, deal with home-sickness, contact with family and generally to come to terms with living away from home. The inspector met with two groups of students new to boarding at Royal Hospital School, one comprising the youngest children in the school (Yr.7) and another consisting of older pupils from other year groups. Students were accommodated across all boarding houses. The inspector was also interested to speak with staff new to pastoral responsibilities within the school in order to ascertain what induction they had received and how they had been supported and supervised in their additional roles. The visit also provided an opportunity to discuss with the Head Master what future inspection arrangements might be made in light of the National Care Standards Commission metamorphosing into the Commission for Social Care Inspection on 1<sup>st</sup> April 2004.

### INSPECTION METHODS USED AT THE VISIT

<b>Inspection of relevant part(s) of premises</b>	NA
<b>Interview with senior staff member in charge</b>	YES
<b>Interview with other staff</b>	YES
<b>Discussion with children</b>	YES
<b>Individual interview with a child</b>	NO
<b>Visit foster/adoptive home</b>	NA
<b>Visit lodgings</b>	NA
<b>Interview foster/adoptive parent</b>	NA
<b>Inspection of relevant records</b>	NA
<b>Inspection of relevant policy/practice documents</b>	NA
<b>Children's survey</b>	NA
<b>Parent survey</b>	NA
<b>Placing authority survey</b>	NA
<b>Foster / adoptive parent survey</b>	NA
<b>Staff survey</b>	NA
<b>Date of Inspection</b>	20/11/03
<b>Time of Inspection</b>	16.00
<b>Duration Of Inspection</b>	2.5

**FINDINGS ON KEY ISSUES TO BE ADDRESSED AT ALL UNANNOUNCED,  
MONITORING AND FOLLOW UP VISITS**

The following 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 scale ranges from:

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

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

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

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

<b>(I). Inspector's assessment of the extent to which the requirements for consultation with children are being met.</b>		
<b>Key findings/Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Royal Hospital School is a formal school environment with clear professional boundaries and firm expectations on staff and boarders to perform within 'role'. The tradition of the school, and one that has brought it significant academic, social and pastoral success, is one where adults remain in control and there is a hierarchy of decision-making.</p> <p>Boarders are able to contribute to <i>some</i> decisions about the manner in which boarding is organised. Daily boarding house meetings take place at which all boarders are expected to be present. The format is one of information giving and sharing by boarding house staff, house prefects, senior pupils and, occasionally, others. These meetings do not generally provide a forum for discussion about how the boarding house operates, although boarders have been involved peripherally in deciding on décor.</p> <p>There is a House Council and a Food Committee. In addition house councils meet once in each half term, i.e. six times a year. These councils are chaired by senior prefects and include representatives across the year groups in each house. The councils' deliberations are passed on to the Headmaster who makes a written reply to all the points raised.</p> <p>Further, the Headmaster visits tutor groups during the course of the year to discuss particular concerns or issues within the school.</p> <p>In the horizontally organised boarding house for the oldest male and female boarders there is more opportunity for the young people to be involved in how the house is run. In an effort to provide a similar academic, social and pastoral experience to that with which many of the students will be confronted when they go on to higher education, the staff involve them more in decision making than in other houses. When not all items on boarders' 'wish lists' are forthcoming it is natural that they might complain that their voice is heard, but nothing is done.</p> <p>Boarders spoke during the additional visit about the important role that the House Matrons play in their lives. They are non-teaching and assume in the eyes of younger, and some older, boarders the motherly role. Some were said by students to achieve this very well while others are unhelpful in this respect.</p> <p>The standard is met.</p>		

<b>(II). Inspector's assessment of the extent to which the requirements for complaints procedures for children are being met.</b>		
<b>Key findings/Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>On the previous report a recommendation was made that an attempt should be made to produce Complaint Procedures for both younger and older pupils and for their parents. The Head Master felt that sufficient information is available for students and for their parents to allow them to make complaints known if they wish. Further, he said that staff are aware of the procedures for dealing with complaints. Inspectors are persuaded that arrangements do exist for students to make their complaints known to staff. They have information about how to access this.</p> <p>The Head says that he maintains an open door policy for students. The Deputy Head, who juggles management, disciplinary and teaching roles, appears to function as a useful conduit for students to make their views heard. The Senior Mistress has a responsibility for training prefects and this, too, provides a useful channel, together with her teaching role, to hear students' concerns.</p> <p>On balance the standard is met.</p>		

<b>(III). Inspector's assessment of the extent of staff knowledge of the required response to allegations or suspicions of abuse of children (child protection and staff/carer reporting procedures).</b>		
<b>Key findings/Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Child protection training is given a high profile by the school. The staff are aware of what to do if an allegation is made or if they suspect an incident of abuse has taken place. Sufficiently experienced senior staff are on hand for advice and support, if required.</p> <p>One matter was discussed, however, that the inspector felt should be brought to the attention of the Head Master. During a meeting with staff new to the boarding role it became clear that they thought it was acceptable for statements to be taken from pupils in child protection incidents. They were reminded that while they should keep their own notes of any disclosure, made after speaking with the child concerned and detailing as accurately as possible what was said, children should not be asked to write an account of what happened or a statement. In child protection matters any interviewing or statement-taking must be carried out by trained staff and under controlled conditions when the relevant codes of practice are being followed. Staff accepted that this is the correct way to proceed. This matter was later discussed with the Head Master who said that guidance does exist for staff in this regard.</p> <p>Staff also said that under certain circumstances pupils of a tutor group may go to staff private accommodation. Again, Mr Ward said that written guidance is available to staff to inform them of appropriate protocols.</p> <p>The standard is met.</p>		

<b>(IV). Inspector's assessment of the adequacy of staffing at the time of the visit.</b>		
<b>Key findings/Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>It is clear that during term time there is an expectation, and a professional pride from staff, that the house team devote themselves to providing supervision, support, and a full range of activities for boarders. The pastoral group in each boarding house is sufficient in number, and the arrangements are such, that students have adults on hand 24 hours a day to assist, counsel and provide reassurance if required.</p> <p>The standard is met.</p>		

<b>(V). Inspector's assessment of the extent to which any children and staff/carers seen are aware of individual children's plans (where applicable).</b>		
<b>Key findings/Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Each house team meets on a weekly basis when boarders who have welfare problems, are isolated or vulnerable, can be discussed. House Masters and Mistresses are well informed about boarders and expect staff to keep them abreast of any developments in the lives of individual students. The inspector has been told that the House Master or Mistress will be the person who co-ordinates action to address welfare problems.</p> <p>In previous reports there has been a recommendation that the practical approach of staff is underpinned by written records of who is to take charge of developing a 'care plan' in respect of certain vulnerable pupils. The Head Master has over the years remained steadfast in his view that the school has a well tried and tested system whereby concerns relating to individual pupils who may be vulnerable and/or isolated are set in motion by tutors and co-ordinated by senior staff. Mr Ward believes that while this may not be given the official title of a 'care plan' it has proven to be a satisfactory approach in the past and there is no evidence to show that children have not been given proper care as a result of their procedures. He feels that since it is the outcome that is important rather than the process, the school sees no reason to change it.</p> <p>Inspectors would concur that outcomes for children are vital, and are certainly more important than process. They have not had any reason to think that students with welfare problems have been significantly disadvantaged. However, the 'planned approach' does mean that individual staff are accountable, their actions are on record for others coming after them to see, decisions can be monitored and the process takes on a professional transparency. Formulating a care plan (even if, with its social work connotations, it is not called this by staff) imposes its own discipline so that pupils' welfare problems are examined and action plans developed to an outcome.</p> <p>The National Care Standards Commission has no power to require this form of approach and accepts that the school may not wish to go down this road, but its recommendation remains.</p> <p>Notwithstanding the comments made above, on balance the standard is met.</p>		

## FINDINGS ON SPECIFIC OBJECTIVES OF THIS VISIT

Arrangements were co-ordinated by the Deputy Head and worked well and to time. The purpose of the visit was fulfilled in that the inspector was able to meet with two groups of children new to boarding at Royal Hospital School, and a group of staff newly in pastoral posts within the school.

Boarders confirmed their satisfaction with the boarding experience at The Royal Hospital School, marking it variously between 8 and 10. The 'good' things about the school were in relation to having friends constantly to hand, the sports facilities and the friendliness of people 'because you are away from home'. They acknowledged that the boarding experience encourages independence, getting on with others, the convenience of facilities such as the library and the school shop, sharing and making them more 'capable'. Older students appreciated the study bedrooms, the range of activities, the food and the added responsibility they were expected to take on. They relished being 'looked up to'.

Students confirmed that they would take complaints to the House Master or Mistress.

Younger pupils said that the issue of homesickness is well managed with comfort available from 'badgies', anti-bullying counsellors, friends, their tutor, older pupils in Yr.8, and adults in the house. They said that they have contact with families through the telephone. This includes in the early days of boarding. Overseas boarders said that they can contact via e-mail and there is a computer in the boarding house for this purpose.

As to bullying, the youngest boarders said that they had not experienced any and there were no initiation ceremonies. They said that staff checked on any bruises.

Pre-admission, students confirmed that they were shown around the school and there had been an Open Day in January preceding their admission. Pupils of their own age had shown them around. They had been invited to attend a carol concert and Speech Day. They found the brochure user-friendly.

Once they were boarding, their first weekend had been a Funtime with sports, a barbecue and an adventure course.

The staff confirmed that an incident of bullying had been treated as a child protection matter, which is sensible practice. They confirmed that in general bullying is not an issue at the school. Resident staff reported very little 'nocturnal' disturbance.

In conclusion, the inspector found the school to be maintaining its usual high standards with boarders reporting satisfaction with the boarding experience. Staff are positive, well informed and committed to the pupils and to the school. Senior staff remain clear about the direction the school is taking and arrangements for a transfer of management are timely.

**FOLLOW UP OF PREVIOUS REQUIRED ACTIONS  
FOR UNANNOUNCED, MONITORING AND FOLLOW UP VISITS**

Recommended Actions and Advisory Recommendations from last Inspection visit fully actioned?

NO

**If No, the findings of this inspection on any Required Actions not implemented are listed below:**

<b>RECOMMENDED ACTIONS</b>				
<b>Identified below are areas not yet addressed from the last inspection report which indicate a non-compliance with applicable Regulations or Standards under the Care Standards Act 2000.</b>				
No.	Regulation if applicable	Standard	Required actions	
2	N/a	BS17	While concerns relating to individual pupils who may be vulnerable and/or isolated are taken seriously by the staff there is no co-ordinated action involving a written and agreed welfare plan. This is an issue that has been discussed at previous inspections. The school should introduce a procedure whereby a Care Plan approach is adopted.	Action Plan by 1 <sup>st</sup> May 2003

**Action is being taken by the National Care Standards Commission to monitor compliance with the above requirements.**

## Compliance with Conditions of Registration (if applicable)

### for Unannounced, Monitoring and Follow up Visits

**(Establishments Registered as Children's Homes or Residential Family Centres, Independent Fostering Agencies or Voluntary Adoption Agencies only)**

Providers and managers of registered services must comply with statutory conditions of their registration. The conditions applying to this registration are listed below, with the inspector's assessment of compliance from the evidence at the time of this Additional Inspection Visit.

Condition	Compliance	
N/a		
<b>Comments</b>		

Condition	Compliance	
<b>Comments</b>		

Condition	Compliance	
<b>Comments</b>		

**Lead Inspector**      David Welch

**Signature** \_\_\_\_\_

**Second Inspector** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Locality Manager** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## **FURTHER ISSUES RAISED OR DISCUSSED AT THIS VISIT**

**The following further issues, not already identified in this report, were raised with the inspector, identified by the inspector, or discussed at this visit, with the conclusions identified below.**

### **Issues raised by children:**

Individual boarders said that initially they felt embarrassed at not knowing the squad commands when lining up.

Not so good things about boarding were the clock tower (pupils said that it makes too much noise), being away from home, 'having more responsibility for themselves', having to be 'organised' and not having help with homework.

The young ones found the size of the school daunting. The 6<sup>th</sup> Formers disliked the 'thin walls', only having two televisions for the whole house, having to suffer others' tastes (in music, in particular) and the showers (push button does not give them enough time and not being able to regulate the temperature of the water). They cited the pressure on them to be involved in study, activities and other duties, which cut down on their own free time when they could socialise or relax.

In Cornwallis, pupils did not like 'blanket punishments'.

### **Issues raised by staff:**

The inspector found staff new to the pastoral role at RHS to be very positive and markedly supportive of the school. They discussed one interesting point relating to 'free time'. The view was expressed that 'free time' that is programmed into structured periods between activities, such as prep, is not really 'free'. This was described as an oxymoron.

### **Issues raised by inspector:**

At an exit meeting with the Head Master it transpired that he is to retire at the end of the Summer term. His successor has been appointed and has already made efforts to develop his knowledge and involvement with the school.

With the Head's departure the school would also lose its counsellor and Community Service Manager.

At the time of writing it is intended to make a full welfare inspection of all 11 boarding houses in autumn 2004, although this date might 'slip' if circumstances permit.

<b>RECOMMENDED ACTIONS FOLLOWING THIS INSPECTION</b>
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<b>RECOMMENDED ACTIONS</b>
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**Identified below are the actions recommended following this Additional Inspection Visit, either outstanding from the previous inspection or identified subsequently or at this visit. Action is recommended on these areas within the given timescales in order to meet the statutory requirements under the Care Standards Act 2000, Children Act 1989, or applicable Regulations and National Minimum Standards.**

No.	Regulation if applicable	Standard *	Recommendation	
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1	N/a	BS17	<p>While concerns relating to individual pupils who may be vulnerable and/or isolated are taken seriously by the staff there is no co-ordinated action involving a written and agreed welfare plan. This is an issue that has been discussed at previous inspections. The school should introduce a procedure whereby a Care Plan approach is adopted.</p> <p><i>Following receipt of the previous report Mr Ward commented as follows: - 'we believe that we have a well tried and tested system whereby concerns relating to individual pupils who may be vulnerable and/or isolated are set in motion by tutors and co-ordinated by senior staff. Although this may not be given the official title of a 'care plan' it has proven to be a satisfactory approach in the past and there is no evidence to show that children have not been given proper care as a result of our procedures. Since it is the outcome that is important rather than the process, we see no reason to change it.'</i></p> <p><i>After receiving the draft report of the latest additional visit, Mr Ward said that notwithstanding his observations to the NCSC on this matter that in the past there has been no evidence of pupils being disadvantaged through the school not adopting the 'care plan' approach they have decided to introduce a more formal procedure to this area to ensure consistency across the houses. This is being implemented during the course of the following term.</i></p>	Action Plan by 1 <sup>st</sup> May 2004

## GOOD PRACTICE RECOMMENDATIONS FROM THIS INSPECTION

**Identified below are any additional areas arising from this visit which relate to the National Minimum Standards and are seen as good practice issues to be considered for implementation.**

No.	Refer to Standard *	Recommendation Action
2	BS27	<p>Pupils of all ages continue to complain about what they perceive to be the lack of free time that they get. In recent years steps have been taken to reduce, where possible, some commitments for boarders, but it seems that it remains a problem for children. Perhaps further periods could be identified during the day, and at weekends, that allow some more free time for pupils so they can simply relax with friends or on their own.</p> <p><i>Following receipt of the previous report Mr Ward commented as follows: - 'as a full, seven day a week boarding school we aim to provide a busy and purposeful environment for pupils but at the same time weave into the programme sufficient time for them to relax and have time with their friends. Our terms are short (in total 32 weeks against the norm for a state school of 39). It is up to the individual tutors to ensure that children are not being over-stretched and to help them manage their time effectively. It is not surprising that on occasions some children would prefer to have more time to pursue their own social agendas than to make proper use of the opportunities available to them here. We do not believe that it is necessary to identify further periods of time during the day and at weekends for pupils to use as 'free time'.'</i></p>

Note: Standard code is in respect of the relevant service; e.g.  
BS = Boarding School, CH = Children's Home, etc

## INSPECTOR'S DECLARATION

**(where applicable)**

The National Care Standards Commission is of the view that those responsible for the school are appropriately discharging their duty of care to boarders and sufficiently safeguarding the welfare of the pupils. Therefore, no notice is required to the Secretary of State for Education and Skills.

**Lead Inspector** David Welch **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

### **Public reports**

It should be noted that NCSC inspection reports relating to independent boarding schools are not public documents, but those that are written following inspections that are carried out after 1<sup>st</sup> April 2004 (i.e. under the auspices of the Commission for Social Care Inspection) will be available to members of the public. Reports on children's homes are only obtainable on personal application to NCSC offices.

## PROVIDER'S RESPONSE

**Registered Person's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

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

Please limit your comments to one side of A4 if possible

**Action taken by the NCSC in response to provider comments:**

Amendments to the report were necessary

NO

Comments were received from the provider

YES

Provider comments/factual amendments were incorporated into the final inspection report

YES

Provider 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

NO

**Note:**

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

**Please provide the Commission with a written Action Plan by which indicates how required or recommended actions and good practice 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 Provider'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 statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

## PROVIDER'S AGREEMENT

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

I **N WARD** of **ROYAL HOSPITAL 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 required/recommended actions made and will seek to comply with these.

<b>Print Name</b>	<u>N WARD</u>
<b>Signature</b>	<u><i>N Ward</i></u>
<b>Designation</b>	<u>Headmaster</u>
<b>Date</b>	<u>1/4/04</u>

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