



Champions for
Social Care
Improvement

inspection report

Boarding School

St Paul`s Cathedral School

2 New Change

London

EC4M 9AD

26th to 30th January 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

St Paul's Cathedral School

Address

2 New Change, London, EC4M 9AD

Tel No:

020 7248 5156

Fax No:

020 7329 6568

Email Address

admissions@spcs.city-of-london.sch.uk

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

St Paul's Cathedral School

Name of Head Mr Andrew Dobbin

NCSC Classification

Boarding School

Type of school

Independent

Date of last boarding welfare inspection

5/3/2001

Date of Inspection Visit		26th January 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Mrs Kristen Judd	073292
Name of NCSC Inspector	2	Ms Sharon Lewis	073298
Name of NCSC Inspector	3	Mr Robert Sobotka	
Name of NCSC Inspector	4	Ms Sarah Greaves	
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Jayne Prygos	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		No lay assessor was present during the inspection	
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR ANDREW DOBBIN, HEAD MASTER	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the NCSC, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by NCSC may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the NCSC in respect of St Paul's Cathedral School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

St Paul's Cathedral School has been established at its current site in the City of London, since the 1960s. Previously the school dates back to 1874, when it was founded in its modern form and before that to 604 AD.

The Cathedral owns the school and it has charitable status with ultimate responsibility belonging to the Dean and Chapter as the Governing Body. The Governing Body oversees any major policy development and budgets. Regular meetings are held between the Headmaster and the Dean to discuss issues with regards to the running of the school and welfare of the boarders.

The school has places for 40 boarders, all of them male Choristers for the Cathedral. At the time of the inspection there were 40 boarders on roll, ranging in age from 7 to 13 years.

The boarding provision comprises a separate boarding house, adjacent to the main school buildings, which stands in close proximity to St Paul's Cathedral.

Outside of school time the boarders remain in the main school buildings with access to most of its facilities. These include: the music practice rooms; a common room; television room and a soft play area.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Being a chorister is hard work and during the inspection it was clear that the boys are very proud and dedicated to their role. The inspectors were satisfied that the headmaster and staff hold the choristers' welfare as paramount. The headmaster ensures that the choristers are fully integrated into the day school and are prepared for Scholarships or Common Entrance examinations at 13 years. The headmaster is commended within this report for his leadership and clear management of the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There is little free time for the choristers and it must be a priority of all staff to ensure that the choristers have a suitable amount of free time available.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Boarders were noted as being very well behaved and most helpful and courteous during the inspection. All of the young people spoken to were able and willing to assist with any of our many questions and enquiries. The young people must be commended on the impression they made on all of the inspectors and a credit to both parents and staff. During the inspection they appear comfortable with their surroundings and settled.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS3	All child protection documentation must be expanded to make staff fully aware of indicators of abuse. The child protection policy should also highlight the role and details of the National Care Standards Commission.	01.06.04
2	BS3	The headmaster should ensure that all staff have relevant child protection training.	01.01.05
3	BS3	The headmaster implements policy and guidance with regards to CRB (Criminal Records Bureau) disclosures.	01.06.04
4	BS5	The complaints procedure should be updated with details of the National Care Standards Commission.	01.06.04
5	BS6	A policy with regards to the appropriate response to alcohol, smoking and illegal substance abuse by boarders should be developed. All staff should be aware of the policy.	01.09.04
6	BS7	There should be adequate health and welfare records in place with regards to individual boarders needs and issues.	01.06.04
7	BS7	All medication records should be accurately maintained with regards to receipt storage administration and disposal.	01.05.04
8	BS11	The school should consider whether the boarders have enough free time.	01.09.04
9	BS16 BS33	It is recommended that there is an intercom system in place to enable the boarders to call the nurses on duty.	01.04.05

10	BS17	Significant health and personal problems should be identified with strategies and actions in place on health and welfare plans.	01.06.04
11	BS17	Boarders with bed wetting problems must be appropriately supported and undue embarrassment must be avoided.	01.05.04
12	BS21	It is recommended that an induction guide for children is developed in a suitable format.	01.09.04
13	BS24	Staff should ensure that all foods are stored correctly in the 'jam cupboard' and are within their expiry date.	01.05.04
14	BS24	Fridge and freezer temperatures should be taken and recorded daily.	01.05.04
15	BS38	A checklist to record proof of identity should be maintained.	01.05.04
16	BS40	It is recommended that suitable back up system be in place to ensure adequate heating at all times.	01.09.04
17	BS42	The loose carpets tiles should be fixed.	01.05.04
18	BS44	The toileting and washing facilities to be increased to meet the needs of the boarders.	01.04.05
19	BS44	It is recommended that the hot water temperatures are monitored and recorded.	01.05.04
20	BS47	It is recommended that the health and safety issues in the body of this report be addressed.	01.05.04

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	BS2	It is recommended that the current recording be centralised so that situations may be continually monitored.
2	BS4	It is recommended that all incidents be copied to files as a matter of good practice.
3	BS14	It is recommended that a photograph be on display of the independent listener.
4	BS24	The menus were not easy to see, it is recommended that these are more child friendly and accessible to the children.
5	BS26	Fire drill records should include time, details of the evacuation and anyone not involved as a matter of good practise.
6	BS42	It is recommended that when replacement soft furnishings are sought that the boarders are consulted.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the St Paul's Cathedral School

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 (Nurse) • Independent Person or Counsellor • Chair of Governors 	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NA
Group discussion with ancillary staff	NO
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	YES

Date of Inspection	26/1/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	40
Number of Inspector Days spent on site	5.5

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

FRO

7

TO

13

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

Boys	40
Girls	0
Total	40
Number of separate Boarding Houses	1

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

The 4-point scale ranges from:

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

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

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"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
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The statement of boarding principles clearly states the demands made on the choristers, but highlights that the welfare of the boys is paramount.

This philosophy is also reflected in the '*boarding house mission statement*', which highlights the commitment required, and the importance of providing a caring and relaxing environment.

A Choristers'/Probationers'/ Parents' Handbook covering relevant issues is available to all parents/carers. This document covers practical issues and is an informational document. It also contains policies on bullying, prep and the complaints procedure.

Standard 2 (2.1 – 2.6)

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

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

The school's policy on Anti -Bullying was seen (Appendix 4 of the staff handbook). The policy covers physical, verbal and emotional bullying. The school states that bullying will not be tolerated and this was emphasised through the interviews held with staff during the inspection. The procedure to follow if a young person discloses to a staff member, are to record the facts and inform parents of the young person concerned, this is then passed to the headmaster to pursue. The policy gives clear guidance to young people, about who they can contact i.e. the school Chaplin, and independent person and Childline, all with contact numbers. The policy should also include measures to prevent bullying and highlight indicators, which may assist staff, pupils and parents to identify problems. The policy is also available in the parents' handbook.

Through the tracking of records, incidents of bullying were noted in the incident book and on young people's records. The headmaster satisfied the inspectors that serious issues of bullying would be fully investigated; however, concerns were raised with regard to the lack of recording outcomes and the format of investigation undertaken. The headmaster informed the inspectors that this is dependant on who has conducted the investigation. Generally issues are dealt with by the head of boarding and recorded in the incident book. Serious issues are passed to the headmaster. If this is the case the recording of the investigation is retained on the files maintained in the main school. The headmaster stated that by discussing issues with the boarders often had the desired effect, he informed the inspectors that there have been occasions where he had suspended boarders from school. The inspectors were satisfied that the headmaster would not tolerate any form of bullying.

It is recommended that the current recording be centralised so that situations may be continually monitored.

The boarders stated that there have been occasions when bullying had occurred, but often this is from the 'day boys'. The younger boys stated that on some occasions the older boys could be difficult. However, the inspectors were satisfied that the boarders were able to communicate such problems to staff and that it was a subject that staff discussed openly with them to keep problems at bay.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

70

%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

2

The inspectors were informed that the cathedral is updating its policy by combining the school's policy and cathedral's policy. They have been drafted to make a more comprehensive document. This is due to be agreed by the Dean of Chapter and then implemented in the near future. The headmaster is currently the designated Child Protection Officer on the staff team. The child protection policy and procedure seen at the time of inspection covers what to do following a disclosure, the procedures to follow and the importance of confidentiality. The policy states that the school has responsibility for '*staff development workshops*' on child protection, professionals to speak to staff on matters of abuse and to send staff on relevant courses. The inspectors saw no evidence of these aims being achieved at the time of inspection.

The music department has an additional policy that covers the supervision of choristers, illnesses during rehearsals, vocal health, practical arrangements while the choristers are not in the main school and, external arrangements and tours. The staff handbook contains an additional appendix with regard to code of conduct guidelines for residential staff. The policy covers being alone with the young people, recording of incidents and appropriate behaviour. All of the policies must be expanded to make staff fully aware of indicators of abuse. The child protection policy must also highlight the role and details of the National Care Standards Commission.

Currently the policies do not include guidance for procedure for dealing with CRB checks that are returned with disclosures. The headmaster stated that a policy and guidance is in the process of being developed. The cathedral undertakes CRB checks for all the cathedral staff and choir, if disclosures are noted the headmaster is informed.

The Headmaster stated that it is a priority that all staff are taken through the handbook and policies are thoroughly discussed. The headmaster emphasis the need for personal and professional boundaries.

The nurses on duty stated that they had not received training with regard to child protection. The inspectors were satisfied that teaching staff spoken to were aware of their responsibilities with regard to child protection.

Through interview with the Gap Students (GAP's) the inspectors were not satisfied that they were appropriately trained on responding to suspicions or allegations of abuse and what action to take. The main aspect focused on was personal and professional boundaries when working with the choristers.

There is brief guidance in the staff handbook with regards to steps to be taken if a child is presumed missing. Through discussions with staff the inspectors were satisfied that the guidance appears to be affective.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

The boarders' rewards and sanctions policy highlights the high expectation of pupils' behaviour. Rewards are in the nature of *'boarding house points'* and these can be given by all the staff. The dormitory and individual young person with the highest points are rewarded at the end of term. Staff using their own judgment issue sanctions, the guidance states that staff must take into account the young people's busy schedules and the pressure that they are under at certain times, therefore a degree of flexibility is required.

The inspectors were informed that the reward and sanctions systems are kept completely separate from the day school. Incidents with regard to behaviour are recorded either in the prep register, music register or incident book. During the tracking of care it was noted that in the incident book maintained by the nurses information was not transferred to the health and welfare files maintained.

The inspectors also noted that incidents are not always copied to the young person's main file. It is recommended that all incidents be copied to files as a matter of good practice.

An understanding of restraint issues was apparent from documentation, and through discussions with staff. Issues are also discussed in the residents' meeting.

The inspectors saw the *'behaviour book'*, which the nurses monitor this weekly. The inspectors were satisfied that appropriate sanctions are issued; these were noted in the minutes of the residents' meetings. Sanctions were discussed with boarders and agreed. The boarders felt the use of discipline was fair and appropriate.

Standard 5 (5.1 - 5.7)

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

Key Findings and Evidence**Standard met?**

2

The parents' complaints policy was seen, it covers how to complain what will happen next, confidentiality and what to do if not satisfied with the outcome. A child friendly policy has been developed: it states who to speak to, and what will happen and this was seen on display in the boarders' house. It contains details of the Canon and an independent listener; however, it must be updated with details of the National Care Standards Commission. The current complaints log is maintained for both the main school and the boarders.

There were no complaints recorded with regards to the boarders at the time of inspection. However, the inspectors noted that one of the incidents recorded should have been treated as a complaint. The incident was appropriately investigated and an outcome was noted.

Number of complaints, if any, received by NCSC 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?	2
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The inspectors were informed that personal, social and health education is it taught within the school. The school have a drugs awareness (DARE) programme for years 6-8, which cover health and safety issues, crime issues, drug awareness. The programme is to encourage the young people to discuss these issues openly. Issues are also discussed in tutor groups and professionals have been invited to the school. Staff minutes seen highlighted that that there had been a speaker to talk about drugs abuse.

The inspectors were also informed that appropriate advice and a comprehensive lecture with regards to sexual health, and HIV are given in science lessons. Parents are contacted prior to this and are given the opportunity to attend.

At the time of inspection there was no policy with regard to the appropriate response to alcohol, smoking and illegal substance abuse by boarders. A policy must be developed to address these issue, once developed staff should be made aware of this policy.

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
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Files seen during the inspection were focused mainly on medical issues. The inspection highlighted areas to be improved with regards to the maintenance of health records. Through the tracking of care the inspectors noted that with regard to some boarders who required special care there were no records to indicate what input was required, actions or whether strategies were in place to work through problems. As previously stated in Standard 4 any incidents and welfare issues with regard to the young people must be transferred to personal files as a matter of good practise.

Each child has a medical file containing any significant health issues on summary. The records seen did not give clear indications of how medication should be administered. Care plans are only devised for children with particular health issues. One care plan in particular was noted as very detailed and comprehensive.

At the time of inspection it was noted that out of date medication was disposed of by the nurse. There were no records to show what medications were received and medications were present that were no longer being administered.

The files containing personal information were stored securely in the sick room. The accident book was seen during the inspection.

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?	4
<p>The headmaster has implemented a comprehensive programme of meetings with all areas of the school to ensure that the line of communication is good. The inspectors were satisfied that all staff are aware of the clear leadership and line of communication within the school. Staff stated that the headmaster was approachable at all times. The inspectors observed during the inspection that the headmaster has an open door policy. The inspectors were informed by the canon that good communication is deemed a priority by the headmaster. The choristers' well being is the centre of discussion and the current system ensures that all staff can highlight any concerns openly.</p>		
<p>The programme is very demanding for the choristers, often having to cope with singing commitments in the cathedral, music practice and schoolwork. Therefore, the importance of good effective communication is essential. All of the staff spoken to felt that the meetings were very beneficial and that everyone have the opportunity to voice opinions and concerns.</p>		
<p>The headmaster to meet the pastoral needs of the choristers has recently introduced the head of boarding position. This was to give parents a point of contact, staff spoken to state that the role has been effective.</p>		
<p>In addition there is a system for communicating with parents. Each parent has a 'pigeon-hole' at school and they are asked to check when in school. Staff send out correspondence that is uncollected on Fridays.</p>		
<p>The inspectors were satisfied that there is a clear management and leadership that focus on the whole school which has choristers. The headmaster is commended within this report for his leadership and clear management of the school.</p>		
<p>The inspectors were also satisfied that the welfare of the choristers is paramount.</p>		

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence**Standard met?**

3

The school's policy on '*Disaster Management*', which was amended in September 2003, was seen to give clear guidance to ensuring that all persons on the premises have access to a safe area. If the boarders have to be detained in the boarding house there is a supply of basic items stored and these were seen during the inspection.

An emergency drill was undertaken in September 2003 the comment in logbook referred to '*the drill being unsatisfactory and another drill should be undertaken*', this had not happened at the time of inspection. The Bursar informed the inspector that this would be re scheduled when the weather improves.

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

Accommodation is spread over three floors:

- Senior Choristers on the ground floor –11 beds
- Inters on the first floor-18 beds
- Juniors on the second floor –11 beds
- Resident Nurses accommodation on the third floor.

This accommodation does not provide recreational areas, these are in the main building of the school. All of the dorms are similar; the boarders supply their own duvets and personal items. The dorms have between 4 and 7 beds dependant on the size of the room. Boys are of similar age within the dorms. Each floor has a bathroom and toilet area.

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**

Clubs on offer to boarders each week range from art and pottery, sporting activities, fencing to needlework. The boarders choose at the beginning of each term as to what they would like to attend.

The inspectors recognise that the demands made on the time of the choristers are considerable and this must be taken into account within this report. The choristers are made aware of the commitment and timetable and this results in a limited amount of free time outside teaching times. The school should consider whether the boarders have enough free time. It is noted that every effort is made to ensure that Thursdays are clear for the choristers. However, if they are required to sing then an alternative is sought for them to rest during the week.

Following a performance in the Cathedral on day three of the inspection the choristers returned to school to find that snow had fallen. The boys were encouraged (although little was required) to change, wrap up warm and play, they were observed enjoying themselves in a very relaxed manner with staff.

After school games are held on Thursdays, often playing against other schools.

The television area has an additional area to ensure that boarders could have a selection of viewing. Pool and football tables as well as video and DVD facilities are provided. In addition a game console is available; the boys stated that they could bring in hand held game machines if they wish.

There is an Information and Technology (IT) room that boarders can use after school hours. All boarders have their own e-mail account, which is web based and thus can also access it at home. The inspectors were informed and documentation evidenced that there is suitable supervision and safeguards to counter the risk of accessing inappropriate material.

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**

The inspectors were informed that boarders take part in house meetings and have a food committee. The boarders confirmed this during the inspection. The boarders also stated that issues are discussed in the tutor groups

The inspectors were informed that the boarders assisted with the completion of risk assessments and the development of the anti- bullying policy.

The boarders were also involved in the designing of the common room.

Standard 13 (13.1 - 13.7)		
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
The main school makes each person in year eight a prefect, this included choristers. In addition there is head boy and head girl. With regard to the choristers there is a hierarchical system. There is a head and deputy chorister, which is chosen by the head organist. The role of the head chorister is to look after the other choristers and assist with warm up practises. The deputy takes care to ensure that the choristers have their music, paper and pencils. There are then the 1 st , 2 nd and 3 rd desks. The choristers spoken to accept this system and strive to move up.		

Standard 14 (14.1 - 14.6)		
Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.		
Key Findings and Evidence	Standard met?	3
<p>During the inspection and through discussions with staff and boarders the inspectors were satisfied that there are many people who are accessible to the young people to discuss problems or seek guidance. Each also has a personal tutor to provide additional support and guidance. Within the anti- bullying policy there is '<i>encouragement to tell</i>'. This is clear guidance to encourage the boarders to speak to someone if they have concerns.</p> <p>Pupils have their own complaints procedure, which is on display in the entrance of the boarding house. The procedure provides contact details. There is an independent listener outside the boarding and teaching staff of the school whom boarders can contact directly; contact details were clearly displayed on the complaints procedure and anti- bullying policy. The independent person is currently undergoing the Criminal Records Bureau (CRB) disclosure process. The boarders spoken to were not aware of whom the independent listener was and it is recommended that a photograph be on display.</p> <p>The inspectors were informed that the new Chaplin would be in post in March 2004 who would be another link person for the choristers.</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?

3

There is a qualified nurse on duty 24 hours a day. If the nurse is not actually with the boarders they are contactable by a pager system. The inspectors were informed that in addition all teaching staff have received first aid training.

Both nurses have active pin numbers expiring in 2005 and 2006.

The inspectors were informed that there are good links with a local General Practitioner. Boarders stated that they have a choice on who takes them to appointments; it generally tends to be the parents or one of the nurses. Evidence was seen of input from various health professionals.

The medication policy was seen, it includes a special reference to the choristers and homeopathic remedies used. Medication was stored securely.

Parental permission with regard to administering medications was evidenced on files.

Standard 16 (16.1 - 16.3)

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

Key Findings and Evidence

Standard met?

2

The boarders summon the nurses for assistance during the night by going to their flat, which is situated on the third floor. Staff stated that this does not cause a problem and often two or three boarders will go together. However the inspectors were concerned with this arrangement as it means that in order to ensure that boarders do not have to climb the stairs alone they wake others up to accompany them.

The nurses have an intercom system, which they can activate to listen in on the boarders; it is recommended that there is a subsequent system for the boarders to call the nurses on duty.

If boarders are very ill they are sent home; if they can remain at school but are too unwell to attend classes they may remain in the boarding house with a staff member or be settled in the quiet room within the main body of the school.

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

As previously stated one boarder had a very detailed health and welfare plan indicating the problems and how the care was to be managed. The plan showed the diagnosis, review and action. Evidence was available to show parental involvement. However the school should ensure that all boarders with identified health and personal problems also have clear plans, which indicate how their care is to be managed. Each file contains a front sheet, which also details weight and vaccines.

There was no planning of strategies or actions in place with regard to bed-wetting. Currently anyone who has a problem strips their bed in the morning and brings the linen to the main body of the school. This could cause undue attention to the problem and it is advised that this practise cease. Through the questionnaire it was noted that the choristers highlighted that they do not like this practise. Boarders with bed wetting problems must be appropriately supported and undue embarrassment must be avoided.

Medical difficulties are recorded on file, notes are written with regard to emotional and physical needs. This can be daily or weekly dependant on the child's health. A lot of the choristers have steam remedies for their throats and this is recorded, the choristers all had an assessment by the chief medical officer, this was seen on each file.

The nurses monitor homesickness and appropriate action is taken such as contacting the parents, spending more time with the child and reporting to the head of boarding the situation. Such incidents are recorded in the daily log.

There was a good awareness of physiological issues. When the choristers voice breaks this can cause distress. The inspectors were satisfied that a priority is made with regard to the involvement of the chorister once they cannot sing. It is to ensure that they remain as part of the cathedral family.

There was evidence of input from outside professional services. In particular speech therapy audiology, ears nose and throats assessment and voice therapy

The nurses reported that the school have a good relationship with the Minor injuries dept at St Bart's hospital.

The nurses stated that at handover they discuss and monitor emotional and physical health of the boarders.

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>An equal opportunities policy is in place, two of the aims were noted as: to enable individuals to develop and grow to their full potential and to provide positive role models for pupils. The inspectors were satisfied that these aims are achieved within the school.</p> <p>The policy clearly states that all allegations of racist behaviour, sexual harassment or any other breach of the policy will be investigated.</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>The inspectors were informed by the boarders that their parents can attend the school during free time, visit to assist with prep, help with practice and attend the cathedral services. Parents were observed during the inspection in and out of the school at all hours. Contact appeared extremely flexible to meet the needs of the boarders. The boys are allowed mobile telephones, which are handed in at night. There are two public telephones available in the corridor (with privacy hoods) however the boys stated that there is a lack of privacy in these areas at times. The number of 'childline' was on display in this area. Some of the boarders informed the inspectors that letters could be sent home but they were not sure of the process during the inspection. Other boarders were very clear about how to send letters home. The inspectors were also informed that boarders could send and receive e-mails. All boarders have their own e-mail address, which can be used both in and out of school. Evidence was seen on the boarders' files with regard to staff contacting parents if there are any concerns of the boarders' welfare with clear follow up actions to deal with the individual situations.</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>Lockable lockers were allocated to each boarder, which were situated in the common room of the main school. There are additional individual lockers in the dormitories.</p> <p>The bursar maintains a system for issuing pocket monies, the boarders are allowed to spend a small amount weekly on tuck and are given monies when going on trips outside the school. Monies are calculated and amounts outstanding added to end of term bills.</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?**

2

The inspector spoke to one boarder who was fairly new, he stated that he had not been given anything in writing but another boarder offered support and advice when he first started to board at the school. The inspectors were informed that each new boarder is allocated a 'buddy' this being a boarder who is settled, their task is to help the new boarder with where to go and what to do. The boys spoken to during the inspection felt this was a good system. There is a handbook for parents covering practical issues and how to access information. The inspectors were informed that there is the opportunity to stay a night prior to becoming a boarder. It is recommended that an induction guide for children is developed in a suitable format.

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?**

3

The bursar manages the risk assessments completed within the school. These were seen during the inspection. The inspectors were informed that the young people had been involved in some of the risk assessment; this had been a positive input.

The risk assessments identify the risk, indicates the size of risk, action to be taken and date completed. The policy states that risk assessment will be completed once at the start of each term.

The headmaster monitors sanctions, complaints and accidents on a regular basis.

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**

The inspectors joined the boarders for a selection of meals. During the inspection the inspectors were informed and observed that the boarders do not generally have a cooked breakfast, they have cereal, toast with drinks such as tea and coffee. Break times fruit is offered with juice, water and milk. A hot main meal is provided at lunchtime but it was noted that there was no choice. A salad bar is the alternative. The inspector noted on the first day of inspection that one young man opted for two boiled potatoes and a spoon of vegetables. No staff member was observed checking what the young people chose to select. The headmaster informed the inspectors that the expectation is that the nurse on duty observes the meal times.

The boarders have a 'jam' cupboard where they can supply condiments, for example honey, jam, ketchup and chocolate spread; however, the inspectors noted that these are not dated when opened and some items should have been stored in the fridge. The menus were not easy to see, it is recommended that these are more child friendly and accessible to the children.

The tour of the kitchen area was satisfactory. The meals are served at staggered times, to ensure that the queues are kept to a minimum. The inspectors observed that the boarders are able to go back for seconds if they wish. The fridge temperatures are taken daily; however, it was noted that it was not checked for 30/1/04. The inspectors were satisfied that the chef had a good understanding of specific dietary needs. Four-week menus are used which are rotated. The food committee meet each term and there is boarder representation. Staff had completed food handling and hygiene training. At the time of inspection there were no significant outstanding recommendations from the Environmental Health Service, and most of the good practise recommendations had been actioned.

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**

There is a water fountain on each floor of the boarding house, which is accessible at all times. There are water fountains within the teaching building. There is a water machine in the practise room. The boys were observed helping themselves.

The boarders have an additional snack after school prior to evening song this is generally a biscuit/cake with a drink.

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

Key Findings and Evidence	Standard met?	3
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Evidence was seen that the school had been inspected on the 12/2/03 by the fire service, there were no significant recommendations made. Extinguishers were seen and were last inspected in May 03. Emergency lighting had been serviced 01/04.

The boys were aware of the fire procedures and where they should meet if the fire alarms go off. The bursar informed the inspectors that the fire drills are not planned at present, as there tend to be many false alarms, which are appropriately responded to, these are appropriately recorded as fire drills.

The Head of Boarding took the boarder through a fire drill on 21/11/03 and another was undertaken on 21/1/04. The inspectors were informed that one drill is undertaken each term. Records are kept but these should include time, details of the evacuation and anyone not involved as a matter of good practise.

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 raised concerns with regard to the amount of singing hours undertaken by the choristers. There were a few occasions noted where the boys had sung in excess of 22 hours, 24 and 25.5 in the first three weeks of term. This was noted as the headmaster now monitors the hours when he has concerns with additional services. If the choristers have to sing on their day of rest then the headmaster ensures that the following day is clear of their commitments. The headmaster aims for 20 hours per week. The inspectors were satisfied that the headmaster highlights concerns with the Director of Music as a priority and that he is fully aware of his responsibilities with regard to the welfare of the choristers, which is paramount. During interview the Canon also confirmed that if the choristers were required to sing in addition to the normal programme, then amendments would be made to the schedule to ensure that they remained within the allowed 22 hours. The headmaster acknowledges that the choristers have to practise and perform to enable that the best performance is achieved; however, he was also very clear as to the rest time that the choristers must have during the week. The choristers also highlighted the lack of free time in the questionnaires completed. It is essential that the cathedral is fully supportive in this matter at all times.

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 school undertakes Outward-bound courses to Snowdonia and skiing trips to France and Austria. The inspectors saw the documentation for the organised trips with regard to signed parental permission, appropriate insurance, risk assessment and relevant checks.</p> <p>The inspectors were informed that the centre providing activities are licensed under the Adventure Activities Licensing Regulations. Evidence was seen with regard to the company licence with the web site.</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 boarders have access to daily papers in the quiet room; the inspectors observed this each day. The boarders stated that they are taken out to the local swimming pool and local park areas. Boarders are not allowed off the school premise alone. The boarders have access to the television in the common room, which is for their sole use outside the normal school hours.</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
<p>There is a nurse, gap student and one staff member on duty outside teaching hours at all times. The duty rota seen for the spring term highlighted specific dates of rehearsals and when choristers are due to return to school.</p> <p>The nurses stated that there is a clear sign on the door of who ever is on duty. This was observed during the inspection. The boys stated that they are aware of who is on duty at all times.</p>		

Standard 32 (32.1 - 32.5)

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

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

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?	2
<p>There is always a minimum of one nurse and one gap student on sleep in duty at night. As previously stated in Standard 16 the boarders summon the nurses for assistance during the night by going to their flat on the third floor. The inspectors were concerned with this arrangement as in the case of the seniors it means walking up three flights if stairs possibly alone. The nurses have an intercom system, which they can activate to listen in on the boarders; it is recommended that there is a subsequent system for the boarders to call the nurses on duty.</p>		

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?	3
<p>All staff have clear job descriptions reflecting their responsibilities and duties. All staff stated that they had received an induction and also received the staff handbook.</p> <p>The gap students are inducted by the Head of Boarding. The inspector saw evidence of their guidance folder, which contained the residential staff guidance and relevant policies.</p> <p>The Head of Boarding informed the inspectors that he is undertaking a course on boarding practice next term.</p>		

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
<p>All staff are provided with a comprehensive staff handbook, which contains a separate section on residential staff. There are relevant policies and procedures such as child protection, anti –bullying and complaints and contact details. The staff spoken to were aware of the handbook and found it useful.</p> <p>The disciplinary procedure was seen on staff files within the contracts.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Through the interviews held during the inspection with the boarders and staff the inspectors were satisfied that there are sound staff/boarder relationships at the school. Through observations it was apparent that the boarders are well looked after and all communication was positive. The inspectors were satisfied that any disagreements would be handled reasonably and there was no evidence of favouritism or antipathy of staff towards individuals or groups. Within all of the discussion groups held during the inspection the boarders spoke highly of staff within the school.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
The inspectors were satisfied that all staff avoid intruding unnecessarily on boarders' privacy. The supervision within the accommodation is done in a sensitive manner. Due to the lay out of the boarding house this is difficult, staff however satisfied the inspectors that supervision is done appropriately and in a sensitive manner.		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	3
Through interview with the headmaster the inspectors were satisfied that the recruitment procedure is satisfactory. Files seen during the inspection contained relevant documentation including interview notes and evidence of completed CRB checks. Proof of identity checks are completed by the Bursar however there are no records maintained. It is recommended that some form of checklist be completed in future. The gap student's file also followed the recruitment process and references were in place. The headmaster is fully aware of his responsibility with regards to CRB checks.		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
All staff including the ancillary staff have completed CRB checks. The inspectors were informed that no unsupervised adults enter the boarding house without staff supervision. Boarders do not under take journeys by taxis unaccompanied.		

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

During the inspection the boarding house was appropriately lit and ventilated. On one of the inspection days there was a problem with the heating and the boarders reported that it was very cold. The nurse on duty was not aware of where the additional blankets were stored. The headmaster stated that the problem was rectified the following day. Each room has plenty of windows, which are secondary glazed allowing sufficient natural lighting and ventilation. All the windows within the boarding house had restricted opening. There were no outstanding issues with regard to repairs required to future and fittings at the time of inspection. It is recommended that a suitable back up system be in place to ensure adequate heating at all times.

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

The day pupils do not have access to the boarding house. The pupils spend their day in the main school until approximately half an hour prior to bedtime as the common room is in the main school. The sleeping areas are for the sole use of the boarders. The common room is for the sole use of the boarders outside normal school hours. The boarding house itself has a security code entry system, the code being known to the boarders and resident Staff. The inspectors were informed that the code is changed periodically. An alarm system operates in the boarding house at night. Resident staff use an exit code at nighttime; this code is not divulged to the boarders.

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

All the boarders are male and share bedrooms; there is a range of between four and seven sharing. The curtains are the same throughout the house, flowery and were not deemed child friendly. It is recommended that when replacements are sought that the boarders are consulted. There were many loose carpet tiles noted in the boarding house, the headmaster was aware of the problem and this is being investigated. One of the dorms has a wooden floor, which is more appropriate. The inspectors were also informed that the lobby area is to be refurbished shortly.

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

There is adequate provision for the boarders to do prep in quiet conditions in the main school building. Prep or private study is not possible in the limited space available in the boarding house or bedrooms.

It was observed that parents attend to assist children in the evening with prep.

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?**

2

The headmaster is aware that the current toilet and washing facility does not meet the standards recommended. These areas are being refurbished during the summer holidays. The baths on two floors are being removed and replaced with additional washbasins, new tiles and repainting. There are sufficient numbers of showers. The younger boarders commented on the lack of privacy on the shower doors on the top floor. At the time of inspection the hot water temperatures were very hot, the inspectors were informed that there had been problems with the boiler, which are being addressed. It is recommended that this is continually monitored and recorded. All staff have separate facilities.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

The boarders do not require provision for changing during the day as appropriate clothing is allocated for each day prior to leaving the boarding house.

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>There is one large enclosed playground; in addition the inspectors were informed that organised games are held at Victoria Park. The common room areas have been recently decorated and were very child friendly, bright colours and a flexible space with a selection of beanbags. There was a television area with an additional area to ensure that boarders could have a selection of viewing. There were pool and football tables as well as video and DVD facilities. A game console is additionally available; the boys stated that they could bring in hand held game machines if they wish. The boarders were observed throughout the inspection relaxing in the common room.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
<p>The inspectors noted that all the areas of the boarding house appeared free from hazards. Windows were noted as having restrictors in place. The play areas outside are not accessible to the public; the gates to the grounds of the cathedral are locked at all times. This was observed during the inspection.</p> <p>The boys' toilets on the basement level were inspected. The inspector noted that the large window had no restrictor and opened out onto an enclosed area covered with a grill. It is recommended that a restrictor be put in place. In addition there was a bottle of hydrochloric acid in the area at the time of inspection. The inspector removed the bottle and gave it to the cleaner who returned to the area 10 minutes later. The Bursar stated that all the cleaners are aware of the dangers of the substance and that it should not have been left unattended. The Bursar assured the inspector that the matter would be dealt with immediately.</p> <p>During the inspection two areas were deemed cluttered and raised health and safety concerns, one being the storage area for scooters/skateboards in the boys toilets and the musical instrument storage cupboards in the music department, which would benefit from storage at a suitable level for the boys. It is recommended that all areas of the boarding house and school used by the boarders be maintained safely.</p> <p>It was noted that all the doors have easy accessible viewing windows. The relevant insurance documentation was seen valid until 31st December 2004.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>On the second floor of the boarding house is the sick bay, which can accommodate one sick child. Boarders spoken to stated that if another child was sick they would stay in their dorm. The schools policy states that children should be returned home as soon as possible if a child is feeling really unwell and requires long term care or isolation. There are washing and toilet facilities on the same floor as the sick room but these would have to be shared with the juniors who sleep on this floor. This could be a problem for children with parents working or living overseas. The inspectors were informed that at</p>		

present all of the overseas boarders have nominated family who are available local to the school to assist.

However, it is recognised that the current system appears to work well with parents clearly taking responsibility for caring for their sick child at home.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence

Standard met?

3

The inspector viewed the laundry facilities. The boarders informed the inspectors that they are happy with the laundry support. The clothes are brought down daily, and are delivered back to the boarder's dorms and placed on each boarder's bed. The laundry facilities inspected were satisfactory at the time of inspection. All clothes and other items were noted as clearly named to avoid confusion.

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 nature of the school and the regular contact with parents there is no need for the boarders to be able to purchase personal and stationary items. There is a tuck shop available to boarders twice weekly.

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?

9

This standard is not applicable.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

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

We would welcome comments on the content of this report relating to the Inspection conducted on 26th to 30th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The school is unhappy about some aspects of the inspection document:

The inspectors were not present at the weekend to see how Cathedral commitments were balanced by legitimate free time for the Choristers; neither did any inspector visit the boarding house while the boys were being put to bed or woken up in the morning.

The school also questions the interpretation of some of the criteria by the inspectors: Standard 6.3 requires that the "Staff know the school's policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders, and follow that policy in practice." The standard does not ask for a *written policy*, in fact we have a school policy and a detailed health education programme for all children. Staff are well aware of what to do should there be an incident.

Standard 16.3 requires that "Boarders are able to summon staff assistance readily and rapidly when ill by day or night." Nurses live in the boarding house and are easily alerted. The most senior boys have to walk up a couple of flights of stairs to the nurses' room – in our opinion not a great distance.

In Standard 21 we believe that the school adequately fulfils the requirements. Parents have a written induction book and we expect them to go through this with their children; the new choristers talk to the Head of Boarding and the nurse; they also have a buddy who guides them in their first few weeks. We do not consider it appropriate that they should have their own written documents because 7 and 8-year-olds respond better to one to one conversations rather than individual reading. All new choristers are required to spend a weekend at school the term before coming; it is not an option.

Standard 33 has in our view been fully met.

Please see my comments on Standard 16.3.

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

Amendments to the report were necessary	<input type="checkbox"/> NO
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
The inspector believes the report to be factually accurate	<input type="checkbox"/> YES

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 30th March 2004, 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"/>

D.3 HEAD'S AGREEMENT

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

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

Print Name _____
Signature _____
Designation _____
Date _____

Or

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

Print Name _____
Signature _____
Designation _____
Date _____

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