



Making Social Care
Better for People

inspection report

Boarding School

Eastbourne College

Old Wish Road

Eastbourne

East Sussex

BN21 4JX

9th & 10th June 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

Eastbourne College

Address

Old Wish Road, Eastbourne, East Sussex, BN21 4JX

Tel No:

01323 452320

Fax No:

01323 452327

Email Address

headmaster@eastbourne-college.co.uk

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

Eastbourne College

Name of Head

Mr Charles M P Bush

CSCI Classification

Boarding School

Type of school

Independent Co-educational School

Date of last boarding welfare inspection

5.6.01

Date of Inspection Visit		9th & 10th June 2004	ID Code
Time of Inspection Visit		8:30 am	
Name of CSCI Inspector	1	Corrie McKeown	098589
Name of CSCI Inspector	2	Paul Taylor	081556
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mary Hodgkinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR CHARLES BUSH	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (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 CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Eastbourne College.

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.

Eastbourne College is a medium sized independent co-educational school, set in the centre of Eastbourne, offering education to 574 pupils, aged 13 to 19. At the time of the inspection 276 were boarders and 298 day pupils, with appropriately 100 recruited from overseas. It is a boarding school rather than a school with boarders and the whole ethos of the school is based on the idea of a twenty-four hour day and seven-day week.

Accommodation is offered in 5 boarding houses, 3 for boys aged 13-18 (Pennell, Gonville and Wargrave), one for girls aged 13-18 (School House) and a house for 6th form boarders and day girls (Nugent). Day pupils are based in 5 houses (Blackwater, Craig, Powell, Reeves and Watt) in addition to the facilities for girls in Nugent.

The pastoral care of the pupils in each house is the responsibility of the Housemaster/mistress, supported by a resident House Tutor and Matron. All teaching staff are involved in the life of a house, assisting with duties and the tutoring of pupils; the team as a whole are led by the Deputy Headmaster.

A separate Medical Centre is provided, which is staffed 24 hours a day by trained nursing staff. There are 2 school chaplains, an independent listener and a counsellor to whom pupils can refer.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- ❖ There are effective measures in place to counter bullying.
- ❖ A wide range of activities is provided.
- ❖ The introduction offered to new pupils is welcoming and helpful.
- ❖ Risk management is an ongoing and active priority.
- ❖ High expectations of performance and behaviour are well balanced by the friendly atmosphere and recreational opportunities available.
- ❖ Study facilities and support are comprehensive.
- ❖ Pupils' laundry is well managed.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- ❖ Some minor procedural changes are required in Medical Centre protocol.
- ❖ Matrons need to be supported and monitored by a school nurse in the management of medication.
- ❖ That referees for all staff are checked to ensure they are genuine.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The College continues to provide a well-structured and supportive environment, which enables pupils to fully develop their potential both academically and socially. Communication between staff and pupils is good and high standards of conduct are achieved within a friendly atmosphere.

Since the last inspection major projects have been developed at the school in terms of academic provision. During this time boarding facilities have continued to be well maintained and a wide range of social and recreational opportunities offered to balance the curriculum. A 24-hour medical facility is now offered to pupils and an additional duty tutor is available in each boarding house.

Feedback gained from pupil questionnaires and informal discussions was generally positive in all areas; most notable perhaps was the wide range of personnel whom they felt they could approach if a problem arose.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS3	That key boarding house staff receive comprehensive child protection training, in line with the proposed programme.	1.10.04
2	BS15	That stocks of controlled medicines are not held in the Health Centre.	1.10.04
3	BS38	That referees for all staff are checked directly to ensure they are genuine.	1.9.04

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	BS5	That contact details for The Commission for Social Care Inspection (CSCI) are included on this list of agencies in the complaints procedure.
2	BS14	That further work is done to raise the profile of the Independent Listener.
3	BS15	That the storage, administration and recording of medication in the houses is supported and monitored by a qualified nurse from the Health Centre.
4	BS15	That parental permission for medical treatment includes the administration of non-prescription medication.
5	BS39	That there is a written agreement in place regarding the role of any adult living in a boarding house who is not employed by the College.

6	BS36	That the support offered to pupils by their housemaster/mistress is regularly monitored.
7		

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

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

Date of Inspection	9/6/04
Time of Inspection	8.30
Duration of Inspection (hrs.)	22
Number of Inspector Days spent on site	8

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

13

 TO

19

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

Boys	<table border="1" data-bbox="842 362 938 439"><tr><td>179</td></tr></table>	179
179		
Girls	<table border="1" data-bbox="842 443 938 519"><tr><td>97</td></tr></table>	97
97		
Total	<table border="1" data-bbox="842 546 938 622"><tr><td>276</td></tr></table>	276
276		
Number of separate Boarding Houses	<table border="1" data-bbox="842 627 938 703"><tr><td>5</td></tr></table>	5
5		

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

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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

A clear statement of the College boarding principles and practice is contained within the prospectus and associated written material made available to parents, boarders and staff. Inspectors found these statements reflected in the practice observed throughout the two day inspection, particularly the ethos of promoting a friendly, supportive environment where pupils are encouraged to give everything their best effort and enjoy their achievements.

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence

Standard met?

4

The College has an effective policy that is actively promoted by house staff, resulting in an established culture of zero tolerance to bullying. Pupils are actively involved in this policy, which includes a pupil run anti-bullying team, a buddy system for new pupils and a clear role for prefects on the matter. Good practice is shared at weekly Housemaster/mistress meetings, for example a bullying questionnaire to pupils carried out on a regular basis to monitor the situation. Discussions are held as part of the College PHSE programme and presentations on the subject take place from time to time in House Assemblies. The result of all these measures, confirmed by pupils consulted, appears to be a low level of bullying in the College, good monitoring of the situation and prompt, appropriate action by staff when the need arises.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

92

%

Standard 3 (3.1 – 3.9) The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	2
<p>Child Protection training was held at the College in 2002 and is included in a number of other courses attended by staff. Briefings have been given as part of the induction process to most staff and senior pupils in a mentoring role. Unfortunately this has not resulted in all key staff being trained to an appropriate level.</p> <p>A further course is planned in September 2004, which will hopefully result in house staff being familiar with all aspects of the process and other staff well aware of their responsibilities. Some areas of good practice observed by Inspectors included clear knowledge of confidentiality guidelines by staff and pupils, good powers of observation practiced by kitchen staff regarding eating habits and counselling qualifications held by a Matron.</p>		

Standard 4 (4.1 - 4.7) The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	3
<p>The College has a very clear discipline policy that is balanced by an appropriate rewards system. The policy is communicated to staff, students and parents and they are familiar with the contents. Students are clear about the high expectations of behaviour and sanctions for breaches of the discipline policy are very clearly stated in documentation. Student feedback before and during the inspection suggests that sanctions are generally applied fairly, although there was some suggestion that there are differences in how the rules are applied between the Houses; this is an area the College may need to monitor to ensure fairness and consistency. Serious sanctions are regularly monitored by Senior Staff and comprehensive records are kept in a central location.</p>		

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The College has a comprehensive complaints policy, which is made available to pupils, parents and staff and includes details of the various individuals and agencies that may be approached if a concern should arise; the contact details for The Commission for Social Care Inspection (CSCI) need to be included on this list. The College has received no formal complaints and pupils reported that when they raised concerns house staff responded to them promptly.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:	0	

Standard 6 (6.1 - 6.3)		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>Advice on possible risks to health is offered to pupils in a number of ways; primarily as part of the PHSE curriculum and the 6th form general studies programme. Whole school lectures, assemblies and parent conferences are also organised to cover these areas from time to time. The medical centre staff take part in these activities and offer a confidential service to individuals alongside the house staff, Chaplains, Independent Listener and a Counsellor. There is a clear College policy on smoking, drinking alcohol and substance abuse and appropriate sanctions are set out and followed in response to any pupil who disregards this statement.</p>		

Standard 7 (7.1 - 7.5)		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Individual health records are compiled and held by the Health Centre staff. These include information supplied by parents of the pupils' medical history, together with records of all treatment, examinations and appointments and accidents sustained whilst in the care of the College. Records of minor treatment and medication administration are also kept by House Matrons.</p> <p>Contact details of those with parental responsibility are held in the Health Centre and the boarding houses and individual information is shared with staff on a need-to-know basis. All staff consulted were clear about confidentiality guidelines.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

The College Governing Council has a system in place for monitoring boarding practice incorporating feedback from staff and pupils and visits to the houses. They receive regular reports from the Headmaster and attend functions at the College where they are able to glean information both formally and informally about life at the College. A number of the Council take a particular interest in the boarding provision, including one member who has placed his own children at the College. The Deputy Headmaster who is responsible for boarding at the College, is an experienced and trained professional in this field.

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 College have detailed planned responses to crisis situations, major and minor. These are co-ordinated by the Facilities Bursar and are currently being updated.

Standard 10 (10.1 - 10.5) The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.		
Key Findings and Evidence	Standard met?	3
The boarding houses are well organised, provide adequately for the protection of pupils and appropriately separate them by age and gender. The standard of the facilities is similar in each house and the individual character of the boarding houses adds to the quality of care offered. Feedback from the pupils suggests some minor differences in terms of practice, such as how strictly rules are applied and the prompt handling of messages; this needs to be monitored to ensure the pupils' positive experience is maintained. Communication systems within and between the houses are good with evidence of shared good practice.		

Standard 11 (11.1 - 11.6) There should be an appropriate range and choice of activities for boarders outside teaching time.		
Key Findings and Evidence	Standard met?	4
There is a good range of activities, team sports and clubs offered to pupils, both after school and at the weekends. The staff are fully involved in this programme and often give up time in the holidays for excursions abroad. Recreational facilities are available in the houses as well as shared spaces around the college campus for all to use, such as tennis courts. The academic timetable is demanding, but pupils felt they had enough free time and were observed relaxing in the houses at different times throughout the day. Access to the internet is appropriately controlled and widely available.		

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
Boarders' views are sought in a number of ways. House meetings and prefect meetings are held weekly; two representatives from each house sit on the school council and house staff are always on hand to discuss the ideas and opinions of the pupils. The provision of brunch on Sunday is a very popular example of action taken as a result of pupil consultation and a number of trips and social functions within the various houses have resulted from pupil suggestions; some uniform changes and increased access to the Learning Resource Centre are other examples of their input.		

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 house prefects are directly managed by the housemasters/mistresses and have clear written duties and responsibilities. There is a recruitment and induction process in place and monitoring is carried out by way of weekly meetings, direct observation, feedback from other pupils and house staff agreeing any sanctions the prefects wish to impose. School prefects are similarly trained and guided by the Headmaster and the Deputy Headmaster.		

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

As mentioned in Standard 6 the pupils have a number of different avenues open to them for personal guidance. It was very clear from the pupil questionnaires that they feel able to use these options when they need someone to talk to. A variety of subject tutors are available in the houses during study time, which the pupils clearly appreciate to support their academic work. Two school chaplains play a prominent and active role in the pastoral care provision, alongside the housemasters and matrons. A school counsellor is available to pupils and a number make use of this service. The Independent Person has a less conspicuous position in the College; information about her role and contact details are available but it appears that because she is less well known, she is not used a great deal. Inspectors felt that it might be helpful if she visited the houses more regularly in order to raise her profile.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

2

The College Medical Centre provides a full range of medical services to the pupils throughout the day. A team of 8 qualified nurses staff the centre and work closely with house staff to meet the needs of sick pupils. All pupils are registered with a local GP who visits the College most mornings. A female doctor is available to pupils on a Friday, if that is their preference. A local dentist and optician can be accessed in an emergency. Some minor protocols are needed with regard to the shared use of facilities in the Medical Centre and the CSCI Specialist Pharmaceutical Inspector recommends that controlled drugs are not held as stock items. Monitoring of the storage, administration and recording of medication in the houses is not currently taking place. Procedures need to be developed and put in place to ensure a high standard of practice is consistently maintained across the houses. Recommendations regarding self-administration, the recording and administration of non-prescription medicines made at the last inspection have been met. Parents are asked to sign a medical consent form at the beginning of each pupil's College career; this should include permission to administer non-prescription medication in line with the procedure, as stated in Standard 15.14. A large number of the staff have a first aid qualification, ensuring that at all times pupils suffering an accident will be properly looked after.

Standard 16 (16.1 - 16.3) Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.		
Key Findings and Evidence	Standard met?	3
The Medical Centre can accommodate up to five sick pupils if necessary, where around-the-clock supervision is available. Pupils may remain in their houses if this is agreed between the staff concerned, as it is recognised that they may feel more 'at home' there.		

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	3
Inspectors found a number of examples of pupils' personal problems being handled sensitively and professionally. Information was handled on a strictly need-to-know basis and bearing in mind the difficulties of community living, opportunities were found to offer individual support and maintain privacy. As mentioned earlier in the report, staff in all departments play a role in the overall observation and recognition of personal problems experienced by pupils from time to time, together with help towards the solution.		

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
Inspectors found no corroborated evidence to suggest discrimination of any kind at the College. Cultural difference was acknowledged and celebrated in a number of ways, for example in the menus presented in the dining hall and the recognition of religious and cultural festivals in the houses. Particular efforts are made by the Chaplains to make contact with all overseas pupils, recognising that they are often spending longer periods of time away from home in the care of guardians. A detailed equal opportunities policy is in place.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
Boarders are able to contact their parents by letter or telephone at reasonable times and in private. Each pupil and staff member has their own e-mail address and as a result information is shared quickly and regularly, with a minimum of time wasted. Feedback from a small number of parents regarding communication was mixed; most were extremely pleased others expressing reservations, but all commenting that a warm welcome is extended when visiting the houses.		

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
Boarders are offered the opportunity to lock their bedroom doors in order to safeguard their property and encouraged to deposit money with the house staff, until it is required. A proper written record is kept in the houses of all fiscal transactions.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	4
Many of the new boarders consulted visited the College on pre-admission visits and met staff and other pupils in their house, so that when they arrived at the beginning of term some of the faces were familiar. When pupils arrive they are taken through an induction programme with the help of student guides and their house staff. The assimilation of new pupils appears to be achieved with a whole-school approach and a number of older boys remembered that it was made easy for them at the time, and they valued that. Homesickness is readily picked up and supported by house staff who again involve other pupils to help boarders find a way through this difficult period.		

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
The College does not appoint guardians.		

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 Headmaster, and College Bursar are responsible for monitoring the record of risk assessments. These are regularly updated and prompt action follows as a result. The Deputy Head monitors records of sanctions as part of the Housemasters/mistresses supervision and the Headmaster monitors major punishments. Accidents are centrally recorded in the Medical Centre and also recorded as incidents where they occurred; these too are reviewed in order to take preventative action if possible.		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
<p>It is acknowledged that when catering for large numbers total satisfaction is difficult to achieve. A large majority of the pupils are satisfied with the food or rate the food provided as good. The Inspectors ate a variety of meals with the pupils and found the food to be well cooked, nicely presented and available in generous helpings.</p> <p>The Catering Manager reported to one Inspector that dietary needs for pupils are identified prior to their admission and that the chefs are able to prepare and cook food for those pupils with specific dietary needs.</p> <p>The local Environmental Health Officer had inspected the catering facilities in November 2002 and the report, seen by the Inspector, was positive about the high standard of cleanliness achieved in the kitchen area. There are plans in place to enlarge and upgrade the dining hall complex, that will provide the pupils with a more modern catering environment and additional social opportunities.</p>		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
<p>Each boarding area has a small kitchen or 'galley' on each floor. The 'galleys' are for the use of the boarders where they can prepare snacks and drinks. Boarders reported that they have ample supplies of bread for toasting and milk for making hot drinks; one exception to this was addressed during the inspection. Additionally some boarders buy their own snacks such as microwave meals to prepare in the 'galley' areas. All pupils reported that they have adequate access to drinking water and snacks outside of set meal times.</p>		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
<p>A member of staff in the Bursar's department carries particular responsibility for fire safety in the College. He carries out all equipment checks in conjunction with the company providing the equipment and keeps appropriate records. The College is currently in the middle of a major programme of upgrading fire detection measures, as a result of their fire risk assessments and is devoting a significant proportion of the maintenance budget to achieve this.</p> <p>In each of the houses regular evacuation procedures are carried out and recorded. Checks are also kept on fire extinguishers and alarms.</p> <p>There are no significant recommendations of the Fire Service outstanding at the College.</p>		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	4
High standards of performance are expected of pupils in all aspects of their lives at the College. In order to balance that pressure, the houses set out to provide a homely and supportive environment where pupils can relax and be themselves. Staff are friendly and approachable according to the pupils and Inspectors observed the same during the inspection. The activities on offer both in the formal curriculum three afternoons a week and outside of it, give pupils the opportunity to let off steam, use excess energy and express themselves in a number of ways including art and design, drama and literary projects.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
The only other children in the school are the families of resident staff.		

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?	4
All staff have to produce a risk assessment for any high risk activity for which they have responsibility. They are assisted to do this with training in some cases and advice from colleagues and the Facilities Bursar. On completion the risk assessment is scrutinised by the Facilities Bursar and signed off by the Headmaster. These risk assessments cover all aspects of a trip including accommodation and the training of any outside coaches. All assessments are held on file for future reference, as is written permission from parents.		

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
Pupils are easily able to access information about world events and are encouraged to do so via the internet. In one house the Inspector observed that pupils clubbed together to buy daily newspapers for the use of everyone. Boarders are able to leave the College site without staff at appropriate times and a number of activities operated by the College take place within the community.		

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

There are sufficient staff available to supervise and meet the needs of boarders outside teaching time. A Matron, Housemaster and House Tutor are rostered to ensure there is always someone in the house when pupils are present. Pupils reported being able to access help from a number of sources according to their needs, be they medical, social, academic or spiritual.

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

Ensuring that staffing levels meet DfES guidance is part of the risk assessment process undertaken when organising trips away from the school site. The College also makes on-call arrangements in case of emergency. A signing out system supported by e-mail contact within the College, enables house staff to track the whereabouts of individual pupils when they are away from the houses, using other facilities on the campus or locally. Inspectors observed this in operation during the inspection.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
There are normally two or three staff sleeping in each boarding house at night and pupils reported no problems making contact with them when necessary.		

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
All staff with boarding duties have job descriptions and receive an induction, which includes guidance on child protection and regular appraisals. Opportunities for training in all areas of their work are available, but as mentioned earlier it is important to ensure that Matrons and other key staff, access detailed training wherever possible, as they are expected to meet a wide range of pupil needs. Inspectors felt that joint supervision of Housemaster/mistresses and Matrons would be helpful once a term.		

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
A comprehensive Staff Handbook is produced and regularly updated on the College Intranet. It covers all aspects of life at the school including the staff disciplinary procedure.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	2
Staff appear to have relaxed professional relationships with all pupils at the College and around the houses there was much laughter and activity. Feedback from pupils indicated that there is some excellent practice in place, other comments and observations led Inspectors to believe that there are some examples where communication with the Housemaster/mistress could be more helpful; this needs to be continuously monitored.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Responses in the pre-inspection questionnaire and observations made during the inspection demonstrated that house staff do not intrude unnecessarily on boarders' privacy.		

Standard 38 (38.1 - 38.10)

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

Key Findings and Evidence**Standard met?**

2

The College has a satisfactory recruitment process, including almost all items listed in Standard 38.2. Inspectors were not able to sight proof of identity or the qualifications of teaching staff at the time of the inspection, but were later informed that they had been filed separately. The College was advised to directly contact referees for ancillary staff, in order to be certain they are genuine. CRB checks were in place for all staff employed after April 2002 and are currently being completed for all members of the governing College Council. No gap students are used at the College.

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence**Standard met?**

2

A number of the spouses and partners of staff hold positions within the College, but for those who do not, a written agreement of their role needs to be in place, as detailed in Standard 39.4. In a number of cases the pupils were not clear and Inspectors felt it would be wise to clarify details of their role to everyone in the boarding house. All other visitors to the establishment are checked in at reception and accompanied by a member of staff whilst on site.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The Inspectors were shown all of the boarding areas by both staff and pupils. The accommodation whilst very different in style across the houses was appropriate for its use, well ventilated and adequately heated. All pupils had access to work stations either in their rooms or in study areas. Feedback from pupils was very positive regarding the speed and efficiency with which repairs are made in the houses by the maintenance staff.

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

All boarding houses are for the exclusive use of boarders with the exception of Nugent. Each house operates a key-pad entry system in order to prevent unauthorised access and the College actively addresses any breaches of security. Recently a full assessment of security has been carried out and an action plan developed, which appears to successfully balance the safety of pupils whilst maintaining a domestic environment. Some CCTV cameras have been installed on the main school site and extra lighting placed strategically around the houses.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
All parties consulted were happy with the sleeping accommodation and arrangements; they are well furnished and offer a light and airy environment. Younger pupils are offered small dormitory accommodation where they get to know each other and older pupils smaller bedrooms, giving more privacy and encouraging a serious approach to study. Pupils are able to move rooms if they wish, generally on a termly basis. Staff accommodation is suitably separated but accessible to pupils.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	4
In house facilities are good, with study bedrooms provided for older pupils and spacious prep rooms for younger age groups. A learning resource centre is also available for use outside teaching hours; in response to suggestions from pupils access to this facility has been extended.		

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
Toilet and washing facilities are generally good; however the excessively hot water problem in Gonville is still to be successfully addressed. Feedback from girls in School House suggests some improvements could be made to the pressure of water to showers at peak times.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
All of the boarding houses are within close reach of the sporting facilities at the College and pupils are therefore able to use the house facilities for changing. There are separate dedicated changing areas in the swimming pool and sports pavilion.		

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
The individual boarding houses are well supplied with indoor and outside recreational facilities. These include comfortable lounges, facilities to watch television and play indoor games, open spaces and tennis, squash and fives courts close by. There are plans to redesign the dining facilities at the College to include café-style facilities where pupils can relax at various times of the day, without having to return to their houses.		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
The College has a recently updated health and safety policy and risk assessments have been undertaken for all buildings and facilities. A wide range of actions has been taken as a result, including fitting window restrictors where necessary, the checking of all electrical items by a qualified electrician and key access only to dangerous items such as cleaning materials. Staff were able to give examples to Inspectors of prompt responses by support staff to any new health and safety concerns. Educational and sporting facilities requiring staff supervision are only available at specified times and boarders are well aware of areas out of bounds.		

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
There are close communications between the house matrons and Health Centre staff concerning the care of sick pupils as detailed in Standard 16. In the case of a pupil needing isolation, a protocol is needed to ensure separate washing and toilet facilities are used.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	4
Each boarding house has its own laundry facilities and there were no complaints whatsoever with the quality of the service offered. All items of clothing are stored separately and returned to their rightful owner in good condition.		

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
Pupils report that the school shop is open at convenient times and stocks a suitable range of items.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
N/A		

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

3

Standard 52 is fully met due to the procedures in place detailed in Standard 32.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

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

Please limit your comments to one side of A4 if possible

Action taken by the CSCI 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
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/> NO

Note:

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

D.2 Please provide the Commission with a written Action Plan by , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/> YES
Action plan was received at the point of publication	<input type="checkbox"/> YES
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/> YES
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/> NO
Head has declined to provide an action plan	<input type="checkbox"/> NO
Other: <enter details here>	<input type="checkbox"/> NO

D.3 HEAD'S AGREEMENT

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

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

Print Name _____

Signature _____

Designation _____

Date _____

Or

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

Print Name _____

Signature _____

Designation _____

Date _____

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

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