



*Making Social Care
Better for People*

inspection report

Boarding School

Clifton College (Upper School)

32 College Road

Clifton

Bristol

BS8 3JH

17th November 2003

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Clifton College (Upper School)

Address

Clifton College (upper School), 32 College Road, Clifton,
Bristol, Avon, BS8 3JH

Tel No:

0117 3157000

Fax No:

0117 3157133

Email Address

kgoodwin@clifton-
college.avon.sch.uk

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

Clifton College Council

Name of Head

Dr M. S. Spurr

NCSC Classification

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

NA

Date of Inspection Visit		17th November 2003	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Sam Chisholm	102696
Name of NCSC Inspector	2	Mary Miller	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		NA	
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.		NA	
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		FIONA HALLWORTH	

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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 (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

Inspections are carried out by the 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 Clifton College (Upper 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

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.

Clifton College (Upper School) provides both day and boarding education for girls and boys aged 13 to 18. The school includes 40 buildings around the main campus in the Clifton area of Bristol.

Seven boarding houses are provided: five for boys and two for girls. Each house has a live-in Housemaster or Housemistress, an Assistant, a Matron and up to four non-residential Tutors. These staff are responsible for the pastoral care of boarders and are managed by the Deputy Head (Pastoral Care).

Within each house the majority are full time boarders but a flexi-boarding system is used which enables pupils to board on a daily, weekly, occasional or casual basis.

PART A SUMMARY OF INSPECTION FINDINGS

Welfare, Policies and procedures (Standards 1-7)

7 of 7 standards assessed were met

Organisation and Management (Standards 8-14)

6 of 7 standards assessed were met

Welfare Support to Boarders (Standards 15-30)

14 of 16 standards assessed were met

Staffing (Standards 31-39)

9 of 10 standards assessed were met

Premises (Standards 40-53)

10 of 13 standards assessed were met

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Boarders felt well supported by staff and the staff interviewed showed a genuine commitment to their welfare.

The school has a good level of healthcare provision via its health centre and medical staff. The system for making risk assessments was commended by the inspectors.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school needs to concentrate on improving its boarding accommodation to ensure that it meets the National Minimum Standards and that reasonable hazards are avoided. There is also a need to review again the meals and snacks provision at the school to ensure this meets the needs of the boarders.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors found the staff of the school welcoming, knowledgeable and committed to the welfare of the boarders.

There were various issues around the accommodation provided by the school, but it is understood by the inspectors that the school is currently engaged in a process of building and refurbishment work, which it is hoped will resolve most of these issues.

Several other recommendations and advisory recommendations have been made which the inspectors are confident that the school will be able to meet before the next inspection.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action 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	BS10	Ensure that the standard of physical provision and facilities of the houses is equal.	1/9/05
2	BS24	Ensure that meals provided to boarders are of adequate quality.	30/11/04
3	BS25	Ensure that boarders have sufficient food and adequate facilities for preparing snacks.	30/11/04
4	BS38	Ensure staff recruitment meets the National Minimum Standard as detailed in standard 38 of this report.	18/11/03
5	BS40	Address the accommodation issues as detailed in standard 40 of this report.	31/8/04
6	BS40	Address the hazards detailed in standard 40 of this report.	18/11/04
7	BS42	Ensure that dormitories are not overcrowded as detailed in standard 42 of this report.	30/11/04
8	BS44	Ensure that washing and toilet facilities comply with National Minimum Standard 44.	1/9/05
9	BS47	Ensure that areas used by boarders are free from reasonably avoidable hazards.	18/11/03

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	BS4	Standardise punishments across all houses.
2	BS11	Ensure that there are a range and choice of activities for all boarders.
3	BS34	Implement a system of formal supervision for boarding staff.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
	NO
	NO
	YES
	YES
	YES
	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	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	17/11/03
Time of Inspection	09:30
Duration of Inspection (hrs.)	22.0
Number of Inspector Days spent on site	4

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

18

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

Boys	<table border="1" data-bbox="842 362 938 443"><tr><td>262</td></tr></table>	262
262		
Girls	<table border="1" data-bbox="842 443 938 524"><tr><td>120</td></tr></table>	120
120		
Total	<table border="1" data-bbox="842 546 938 627"><tr><td>382</td></tr></table>	382
382		
Number of separate Boarding Houses	<table border="1" data-bbox="842 627 938 707"><tr><td>7</td></tr></table>	7
7		

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?"

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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

The school has a satisfactory statement that reflects the current practice at the school. A copy of this was seen by the inspector.

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 has a satisfactory anti-bullying policy, a copy of which was seen by the inspector. This is available for parents, pupils and staff. Staff interviews and pupil questionnaires indicated that bullying is rare at the school. All staff spoken to showed good awareness of methods for dealing with bullying

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

100

%

Standard 3 (3.1 – 3.9)		
The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	3
<p>The deputy head for pastoral care is the child protection officer for the school. The school has a satisfactory child protection policy that was seen by the inspector.</p> <p>Child protection training is included in staff induction and is also provided for all staff every 5 years by the local Social Services department. The school has a satisfactory missing boarder policy, a copy of which was seen by the inspector.</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>A record of discipline is kept in each house. These include all punishments given. An example of this was seen in one house. The headmaster and senior deputy head monitor these.</p> <p>The school has separate policies for particular issues with regard to behaviour and discipline. An example was seen for the policy on alcohol use, and punishments and discipline were appropriate. The school has a statement on restraint and school rules are made available to parents and pupils.</p> <p>Prefects' roles are clearly defined to them in their preparatory training and staff interviewed were also clear about prefect roles and supervision.</p> <p>Pupil feedback indicated that they generally found discipline and punishments to be fair and appropriate, although some commented that they found house 6th punishments unfair and that punishments are not standard throughout houses. It is recommended that these issues are addressed.</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 complaints procedure is available to all staff, parents and pupils. A copy of this was seen and was satisfactory. Complaints records for the last 12 months were seen and were satisfactory.</p>		
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?**

3

The school includes personal, social and health education in its programme. Policies on appropriate responses to alcohol, smoking and drug abuse are made available to staff in their manuals.

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

The health records for boarders were inspected. They included comprehensive medical histories including particular health needs and allergies.
Records are also kept of parents' contact details and who holds parental responsibility.
Health Centre staff interviewed confirmed that they have good levels of communication with other staff regarding the health and welfare needs of boarders.

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 school is run as a charitable trust by a board of governors. The governors monitor the welfare of boarders through liaison with staff via committees attended by the headmaster. Senior boarding staff have an adequate level of experience and training for their role. Matrons complete a Boarding Schools Association certificate. Other boarding staff are qualified teachers. Good practice is shared with other schools and staff attend on-going training.

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 has a 'Major Incident / Emergency Management Plan' which was seen to be comprehensive and satisfactory. This is reviewed annually by the Health and Safety Committee.

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?	2
The school's boarding houses are segregated by sex and the dormitories segregated by age. There are currently major boarding provision differences between houses due to extensive building work at School House and plans for refurbishment or a new building for Polacks House. New furniture is also planned for Watsons, School House, Moberleys and Wisemans. Current issues in physical provision within the boarding houses has been detailed in the Premises section of this report. As the current building improvement and refurbishment work is planned for completion by September 2005, this standard will be re-evaluated at the next inspection.		

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
Staff and boarders confirmed that there are a range of sports, recreational and hobby facilities and activities available. Feedback from boarders was divided as to whether this provision was satisfactory and it is recommended that they are consulted further by staff on this matter to ensure that all boarders have a satisfactory range of activities available to them.		

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 are able to comment on boarding provision including activities they would like to see via a self-assessment form completed once a term. This information is then passed to the Senior Management Team. Boarders can also pass on their views to representatives that attend the preps meetings with the headmaster and other staff. The inspector attended one of these meetings and observed a good level of consultation between boarders and staff.		

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
Prefects are nominated by housemasters and mistresses, and considered for selection by the senior management team of the school. Prefects have written duties and work to a rota, a copy of which was seen by the inspector. Prefects are supervised via induction and leadership training, preps meetings and by boarding staff. Prefects also operate in pairs or threes. Feedback from boarders indicated that overall they considered prefects to be fair in the performance of their duties, with some feeling that some of their punishments were unfair.		

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

The personal support policy for boarders is detailed in their prep diaries. They have access to support from their personal tutors, matrons or boarding staff. The school also employs an independent counsellor who can be contacted by boarders directly. A member of teaching staff is also a qualified counsellor and can offer this type of support to boarders who request it. Both counsellors are appropriately qualified and professionally supervised. Feedback from boarders indicated that they feel well supported by staff and able to ask for help when they wanted it.

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

A surgery is held by the matron of each boarding house for minor ailments and injuries. The Health Centre holds a surgery each morning with the school Doctor in attendance. The Doctor is 'on call' when not at the surgery. Boarders can choose to see a female Doctor if they wish. The Health Centre staff include two qualified Nursing Sisters and a Health Care Assistant. The Nurse interviewed explained that boarding staff giving non-prescription drugs and first aid are trained and supervised by the nurses. They also monitor record keeping and storage of drugs in the boarding houses. Boarding house staff make arrangements for dental and optical appointments.

The inspector found appropriate health records are kept for boarders with written consent from parents and contact details.

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

There is a member of staff on duty day and night to check on boarders who are mildly ill. If there is a possibility of infection, a boarder is admitted to the Health Centre immediately. The accommodation there was found to be appropriate and comfortable. During the recent SARS concerns, some overseas students were accommodated at the Health Centre for 6 days on arrival as a precautionary measure.

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

Boarders identified as being on the 'At Risk' list are provided with a written welfare plan. Staff interviewed explained how they addressed the needs of these boarders. Staff also generally demonstrated a commitment to promoting boarders' well being. Provision is made for boarders with Statements of Special Educational Needs. The school provides an independent counsellor in addition to school and boarding staff to support boarders with any problems. In addition, referrals can be made to other agencies/ professionals where needed. Boarders told inspectors that they felt well supported by staff and felt that the Chaplain was a particularly good person to turn to for support.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

The school documents seen showed a commitment to equal opportunities and anti-discriminatory practice. Staff attend training days on these issues and encourage integration of minority groups within the school. Extra English lessons and EFL (English as a Foreign Language) teachers are provided for boarders who need extra language support. One boarding house is provided specifically for Jewish boys. Special diets are catered for and evidence of this was seen in the dining hall. Feedback from boarders indicated that they did not feel discriminated against and that their cultural and religious needs were well catered for within the school.

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>Boarders are able to contact their families in private by using their own mobile phones or the phone booths provided in each boarding house. Staff confirmed that they can also use the housemaster's phone for private conversations. Boarders and their families can also contact each other via the e-mail facilities provided in each house, or by letter.</p> <p>Parents have contact numbers for the school and can visit any time by arrangement</p> <p>Several helpline numbers were seen in the phone booths, on notice boards and in boarders' prep diaries.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>The assistant housemasters run house banks and the matrons operate a chit system for items from the chemist.</p> <p>All boarders also have account cards for the school shop.</p> <p>All boarders are asked to bring a cashbox with them for secure storage of money. Bedroom furniture includes lockable drawers and cupboards for valuables. Items can also be stored in the house safe.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are given a tour of the house and the opportunity to meet staff and ask questions in the summer prior to moving in.</p> <p>There is no organised mentoring system, but 6th year boarders are available to help.</p> <p>The school intend to create a new induction programme this year and this will be seen at the next inspection.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	3
<p>The school does not appoint guardians. The school has a policy on guardians and suggests agencies for parents to use.</p>		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
<p>Accidents and risk assessments are monitored by the health and safety representative of the school.</p> <p>Complaints and punishments are monitored by the senior deputy head and the headmaster. Action regarding these records is taken by the staff monitoring them.</p>		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	2
<p>Lunch and afternoon tea were seen and sampled by the inspectors. The meals were balanced, with vegetarian and kosher options and a salad bar also provided. The dining halls and seating were clean and sufficient in capacity for the pupils using them. Meals are provided four times per day at regular intervals by contracted caterers. The deputy head confirmed that all caterers used have food hygiene training and CRB checks. Feedback from boarders indicated that they were generally dissatisfied with the quality of the meals they receive, sometimes skip meals because they don't like them and consequently supplement their diet with food bought at the school shop. It is recommended that this is discussed with them further to improve provision in this area.</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?	2
<p>Each boarding house has kitchen facilities to enable boarders to make their own snacks any time outside of lessons. Water is available at all times.</p> <p>A group discussion with a representative sample of boarders revealed that many of them felt hungry regularly and would like improved facilities and food for making snacks. The inspectors found during their tours of the boarding houses that there were only very basic provisions for making snacks and that some kitchen facilities were of a poor standard. These issues need to be addressed by the school.</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>The Deputy Head confirmed that all staff and boarders are aware of emergency evacuation procedures. Fire drills are carried out at least once a term and tests are carried out by the school's works department.</p> <p>The boarders that showed the inspectors around the boarding houses were able to explain the evacuation procedure and indicate the nearest fire exits.</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?	3
<p>Discussions with the staff and boarders confirmed that there are no onerous demands placed on boarders.</p> <p>Where boarders are involved in sporting, musical or other activities that place demands on their leisure time, their housemaster and tutor monitor this and their school timetables are arranged to support this.</p>		

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?	3
<p>Other children using the school during holiday times are considered the responsibility of their host organisation, not the school. The school wardens ensure that appropriate fire drills are carried out at these times.</p>		

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
<p>Risk assessments are carried out for all high-risk activities and examples of these were seen. They are recorded on the school intranet system and can be easily accessed by all staff. This system was commended by the inspectors.</p> <p>Qualified staff and correct equipment are used for these activities and pupils are accompanied by staff that have been CRB checked. Parental permission is also obtained for pupils engaging in these activities.</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

Each boarding house has a notice board. These were seen to contain information about school activities and local services. Health information is also available in the school's health centre.

Boarders are allowed to visit the city centre shops in groups. They can also visit the local Clifton shops. Boarders sign in and out of their houses when they leave and return.

Each boarding house has 2 papers delivered daily. These were seen available in communal areas. TV's were also available in communal lounges outside lesson times.

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

Each boarding house has a housemaster and matron who oversee the welfare of the boarders. They are supported by other academic staff living at the school. A duty rota ensures that there is always sufficient staff available for boarders. Discussions with boarders confirmed this.

Each boarding house has a mixture of male and female staff available. Colleagues arrange cover for each other in the event of sickness, and the Deputy Head (Pastoral) also assists with this.

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

Boarders temporarily away from the school are supervised by a member of staff and the school's minibus transport policy is followed where appropriate.

The deputy head confirmed that staff are aware of DfES guidance on staff/pupil ratios and that these are exceeded.

The school keeps a record of pupils' whereabouts by having 'call over' three times per day at each boarding house and by use of a signing-in and out system.

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 sufficient numbers of staff sleeping and available to boarders at each boarding house at night. Boarders confirmed that they were able to contact staff at night if needed. The 'call over' provides a record of numbers of boarders in the house each night.		

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 accurate job descriptions. Staff were able to confirm that they received an induction which included guidance on child protection. Staff do not receive formal supervision regarding boarding issues. This is currently done informally and via meetings. It is recommended that a system of formal supervision is implemented. Staff are able to attend ongoing training of relevance to pastoral care.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
All boarding staff have a handbook. The inspectors saw a copy of this. This contains appropriate guidance for overseeing the welfare of boarders. There is a staff disciplinary procedure that was seen by the inspectors. This includes appropriate suspension procedures. Staff may also obtain support from their Union.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Feedback from boarders indicated that they were satisfied with their relationships with staff. The complaints procedure for boarders includes appropriate methods for dealing with disagreements between them and staff.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
No inappropriate staff intrusion of privacy was seen during the inspection.		

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
A sample of staff recruitment records were seen by the inspector. These showed that all staff in the sample had been CRB checked. Some gaps were found in relation to references. Staff responsible for recruitment need to ensure that their recruitment procedures comply with National Minimum Standard 38. Personnel staff confirmed that all of the builders currently working on the school site had been subject to CRB checks carried out by the firms contracted to do the work and that written confirmation of this had been given to the school. They also confirmed that they use taxi firms that CRB check their drivers.		

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
The school ensures that all staff working unsupervised with boarders are CRB checked. Delivery people are not permitted beyond the entrance to the school.		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

2

The boarding houses were seen to be generally adequately lit, heated and ventilated. The main exceptions to this were the rooms in the basement of School House. These had poor natural sources of light and ventilation partly due to the extensive building work being carried out both within and outside of the house.

The houses were generally found to be clean apart from where otherwise detailed in this report.

The standard of decoration and furnishing varied between houses. Decoration in Worcester House was generally of a good standard, whilst in School and Polacks Houses it was generally poor.

Feedback from boarders indicated that many of them found the dormitories lacking in privacy and noisy at night when trying to get to sleep.

It is recommended that the school carries out an audit of the quality and quantity of its decoration and furnishing of all boarding houses and ensures that it meets the requirements of the appropriate National Minimum Standards. In addition the following findings need to be specifically addressed:

School House

The basement rooms were poorly decorated, lit and ventilated and excessively noisy due to building work. Some boarders were not happy with this accommodation. This situation needs to be discussed with them again and boarders moved to more suitable accommodation where necessary or requested.

The basement kitchen when first seen was very dirty, particularly the cooker top and floor. A wooden unit base was lying on the floor, the bin was full and uncovered, the microwave was dirty, the freezer needed defrosting and the door was propped open with the fire extinguisher. Some cleaning was in progress when this kitchen was revisited later in the day, but the standards of cleanliness and hazard prevention still need to be monitored closely to ensure that basic hygiene and safety is maintained.

The 'Ozzy' room on the third floor had a window that was sealed shut, broken drawers, no lockable drawers and insufficient wardrobe space. Another room on this floor had no wardrobe space. One of the toilets in this area had a missing cistern lid.

Moberleys House

The fire door of room 308 was not closing properly and needs to be fixed.

In the basement there was a chair blocking a fire exit and a broken window pane in room 004. These hazards need to be resolved and the building closely monitored for any future hazards.

Standard 41 (41.1 - 41.8)
Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence	Standard met?	3
<p>Boarders' bedrooms and living areas are used exclusively by them and day pupils who do prep at the school and have study desks in them. Boarders were generally happy with this arrangement. A Marshall patrols the school and liaises with the police. The headmaster also liaises with police regarding security arrangements.</p> <p>The school has a porter service 24-hours a day and CCTV is being installed as part of the refurbishment programme.</p>		

Standard 42 (42.1 - 42.14)
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence	Standard met?	2
<p>See standard 40 for comments on furnishings.</p> <p>Boarders are appropriately segregated according to age and sex and can change rooms every term or on request.</p> <p>Dormitories varied in size and numbers accommodated within them. Some looked overcrowded and it is recommended that the school refer to the space requirements of the School Premises Regulations 1999 (also referred to in a footnote to National Minimum Standard 42.7) to ensure that their accommodation complies with this.</p> <p>Beds were generally of a suitable size, although some boarders did comment that some beds were too short for them. Bedding was clean and suitable.</p> <p>Storage facilities and changing space were generally adequate.</p>		

Standard 43 (43.1 - 43.2)
Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence	Standard met?	3
<p>Boarders are provided with suitable private and organised studying facilities. These were seen during the inspection.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>The boarding houses generally had sufficient and suitable toilet and washing facilities, although there was some shortfall on numbers of toilets and washbasins in some of the houses. It is recommended that the school refer to National Minimum Standard 44 for guidance on this and include it in their refurbishment plans. Additionally some boarders commented that they would prefer cubicle doors put on the showers that currently have curtains.</p> <p>Where these facilities are shared by boarders of widely differing ages, they are used at different times with staff in the vicinity.</p> <p>Staff have separate facilities.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>The school changing rooms were seen during the inspection. These were gender segregated and had suitable toilet and washing provision.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>A pupil guided tour of the recreation areas showed that boarders have a range and choice of safe recreational areas. These included a range of indoor and outdoor sports facilities, common rooms within boarding houses, a common room specifically for 6th form pupils with its own bar, pool table and music facilities, a refurbished library and music school practice rooms. Some boarders felt there was a lack of quiet and private space.</p> <p>Boarders can access boarding houses at any time outside of lessons and staff accommodation if they need to contact a member of staff.</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 safety hazards seen during the tour of the school have been detailed elsewhere in this report and need to be addressed.</p> <p>The system for carrying out risk assessments was thorough and has been referred to in standard 29 of this report.</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
This was seen by the inspectors and was satisfactory, as detailed in standard 16 of this report.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Laundry is done weekly by the school. Worcester House also has its own washing machines for boarders' use. Boarders confirmed that items are not often misplaced.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
The school has its own shop. This was seen to stock personal toiletries, stationery, snacks and drinks. Boarders can use a payment card system charged to their parents for the school shop. They can also use a chit at the local chemist.		

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

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
When boarders participate in field trips, the school uses approved centres that they have visited and checked. School staff always accompany and supervise pupils on these trips. Staff all have health and safety guidelines for these activities and are given guidance on writing risk assessments. The school uses specialist centres and instructors for outward-bound type activities.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not Applicable

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 the draft report relating to the Inspection conducted on 17th November 2004 of inspection Clifton College (Upper School) and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Comments received and held on file at the Bristol North (LO).

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"/> NO
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"/> 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 21st May 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"/> NO

D.3 HEAD'S AGREEMENT

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

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

Print Name _____
Signature _____
Designation _____
Date _____

Or

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

Print Name _____
Signature _____
Designation _____
Date _____

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

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