



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Royal Russell School

**Coombe Lane
Croydon
Surrey
CR9 5BX**

Lead Inspector
James Pitts

Key Announced Inspection
20th to 22nd November 2006 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

| Reader Information | |
|---------------------------|---|
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

| | |
|---|---|
| Name of school | Royal Russell School |
| Address | Coombe Lane Croydon Surrey CR9 5BX |
| Telephone number | 020 8657 4433 |
| Fax number | 020 8657 9555 |
| Email address | headmaster@royalrussell.croydon.sch.uk |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Russell School Trust |
| Name of Head | Dr J R Jennings |
| Name of Head of Care | |
| Age range of boarding pupils | 11 to 18 years of age |
| Date of last welfare inspection | 23 rd February 2004 |

Brief Description of the School:

The Royal Russell School was founded in 1853 and occupies a large, attractive site on the outskirts of Croydon. The tramlink stop adjacent to the school makes access from the centre of Croydon, and thus from further a field, a relatively simple matter. Entry to the school is selective, based on academic performance, however the school prospectus states that there is an aim to recruit pupils with a range of skills and interests. There are some 136 boarders out of a total pupil population of approximately 850.

SUMMARY

This is an overview of what the inspector found during the inspection.

The Inspection team would firstly like to thank the headmaster, senior management team, school staff and not least the boarding pupils for their assistance and willingness to be fully involved with this inspection.

The inspection took place over the course of three on site inspection days, preceded by a pre planning meeting and pupil survey on 18th October 2006. The inspection team comprised of 3 inspectors from the CSCI (Commission for Social Care Inspection) and one Boarding Schools Professional Inspector. This inspection focused on specific standards aimed at assessing the welfare of the pupils who are boarding at the school. Information on which to assess the school's performance was gathered in a variety of ways. These included the examination of documentary information that was supplied by the school, discussions with pupils in small groups, pupil guided tours of the three boarding houses and recreational areas, as well as discussions with the headmaster and a wide range of school staff.

The inspection team received a total of 131 written responses to the pupil survey. The survey consists of 9 questions, the last of which is an opportunity for pupils to tell us anything else that they would like to. The results of the survey are outlined below(NB the percentages are rounded down to 2 decimal places):

| Question | Always | Usually | Sometimes | Never |
|---|-------------------------------|-------------------------------|-------------------------------|--|
| 1. Are you satisfied with your boarding house? | 28 (21.37%) | 65 (49.61%) | 36 (27.48%) | 2 (1.52%) |
| 2. Are there different ways that you can have your say about how you live at school? | 26 (19.84%) | 41 (31.29%) | 33 (25.19%) | 14 (10.68%) (+ 17 gave no answer = 12.97%) |

| | | | | |
|--|-------------------------------|------------------------------|-------------------------------|------------------------------|
| 5. Do you feel well cared for where you are living now? | 49 (37.40%) | 55 (41.98%) | 24 (18.32%) | 3 (2.29%) |
|--|-------------------------------|------------------------------|-------------------------------|------------------------------|

| Question | YES | No | DON'T KNOW |
|--|---------------------------------|--------------------------------|--|
| 3. Do you think the meals at school give you a balanced diet? | 43 (32.82%) | 55 (41.98%) | 33 (25.19%) |
| 4. Does someone help you if you are not well? | 113 (86.25%) | 8 (6.10%) | 10 (7.63%) |
| 6. Are you being bullied? | 8 (6.10%) | 118 (90.07%) | 3 (2.29%) (+ 2 gave no answer = (1.52%) |

7. If you had a problem, which sorts of people at school would you go to for help?

Examples of comments that pupils made:

Housemaster / Housemistress, Tutor, friends or family

8. Tell us what you do:

Examples of comments that pupils made:

There were a wide variety of answers from school extra curricular activities, sports, socialising with friends, making contact by e-mail with friends and family overseas etc.

9. Anything else you want to tell us?

The answers that were given were few but varied. It should be noted that none of the pupils stated that they felt in any way that they are being harmed by anyone working at the school.

Please note that the remainder of this report contains examples of comments that pupils made personally to the inspection team and are reflective of the comments that were also made in the questionnaires.

The pupil's gender, age range and ethnicity are outlined below:

Boys : 75

Girls: 61

Age range: Youngest: 11.3 years

Oldest: 18.10 years

The school accommodates pupils who represent 27 different nationalities from countries such as China, Russia, Germany and the UK.

With the assistance of the school questionnaires were also sent to the parent (s) / guardian for each boarding pupil. We received a total of 5 written were received prior to the inspection taking place. Below are listed an example of some of the comments that parents made:

Exampled of the areas in which the school does well were as follows:

The staff takes care in a friendly, personalized and open-minded way. To us the rules for boarders appear well balanced between the responsibility for the well being and safety of each pupil and the pupil's desire for individual freedom and self-determination.

Excellent Clinic (san) and good medical care – including support for routine medical issues, such as orthodontist treatment;

A reasonable environment for doing homework.

An improving programme of social events at weekends and evenings;

A preparedness to “go the extra mile” on a personal basis.

A safe environment, and clear, structured, rules about leaving it;
Clean accommodation; reasonable food.

An example of the Suggestions that were made for areas of improvement were as follows:

More support for boarders in areas such as homework, liaison with teachers, projects etc. Boarders are in the minority at the school, and teachers can sometimes make (albeit small) demands which make boarders feel excluded – such as asking pupils to cover books with wrapping paper, and sending home letters about trips which are organised on a “first-come-first-served” basis.

Better briefing for school staff at the start of the year in relation to which children are boarders.

More encouragement for boarders to keep in touch with home – e.g. reminders about writing letters/e-mails, more explicit mail arrangements and sales of stamps, better access to computers for keeping in touch (perhaps on a rota/sign-up system);

A boarding parents’ network; Better arrangements for airport transfers/pick-ups as part of the school “package”, Much better communication between the school and boarders’ parents – perhaps through a password-protected website.

An increase in washing machines.

The theme of parent’s responses is that although there are suggestions for improvement these are within the context of the school being seen in a very positive light. One parent remarked in particular “I think there are real and tangible things the school could do to make good boarding into great boarding”.

What the school does well:

The school effectively promotes the health and well being of the boarding pupils. The school staff team offer the necessary support to the pupils and ensure that they are involved in making important decisions about staying healthy.

The general management of the school, from recruitment of staff to the day to day staff support and guidance makes sure that the pupils are as safe as they reasonably can be both in and outside of school. Child protection and bullying are given the attention that these important areas deserve and the pupils can feel confident that the school acts in their best interests.

The school is effective at ensuring that the pupils who board here receive the appropriate support from staff to help them achieve progress, both academic and personal.

The staff team are good with updating all of the relevant information needed to make pupils time at the school a success. The staff team work effectively at gaining the trust of the pupils and advocate for them.

There are a number of examples of good practice including the organisation of the houses; the wide range of activities available, including the model United Nations; the support for pupils who were struggling with significant personal issues and the obvious attempts to integrate such a multinational community.

What has improved since the last inspection?

Adequate heating is now supplied in all of the boarding houses and the older furniture has been renewed. There were a number of recommendations made with regard to the bathrooms. These have been addressed, along with further improvements that are underway in Queen's House.

The school's anti-bullying statement has been expanded upon considerably. This now proves to be a clear and informative statement that outlines a clear set of principles and the schools commitment and response to issues of bullying.

Advisory recommendations that have been addressed since the inspection of February 2004 are listed in the table, below.

| |
|--|
| <p>The Statement of Boarding Principles is now included in the pupil handbook, and made freely available to parents.</p> |
| <p>Child protection training is being made available for staff along with clear guidelines on the actions to take if abuse is suspected or observed.</p> |
| <p>There is now be a clear definition of the disciplinary powers of prefects and this is made available to all pupils.</p> |
| <p>A written record of serious complaints and their outcome is maintained.</p> |
| <p>The payphone in Oxford House is now operational.</p> |
| <p>A handbook specifically for boarding, for parents and their children is now available.</p> |
| <p>The senior management team of the school regularly monitor the school records of risk assessments, major punishments, complaints and accidents.</p> |
| <p>Boarders are being drilled to use the appropriate fire exits in each house.</p> |
| <p>There is now clear reference in the pupil handbook as to how to contact staff in an emergency, when away from the school.</p> |
| <p>A staff disciplinary procedure is in place and includes provision for precautionary suspension of staff where necessary pending investigation. It also includes guidance and support to staff during suspension or investigation.</p> |
| <p>The girl's boarding house has been provided with a recreational area.</p> |
| <p>A number of smaller items of repair and refurbishment have also been attended to.</p> |

What they could do better:

It is recommended that a metal medication cabinet that also has an additional lockable space within it would improve security of the storage of any controlled drugs that are kept in the "San". Another issue that needs to be addressed by the school is that when a controlled medication is given (in this case, Ritalin), two signatures are required on the controlled drugs administration register. Obviously both nurses share the "on" duty rota and cannot both be present all of the time. This will necessitate a recommendation in this report. However, it should be noted that this was discussed with the school that have undertaken to look at a viable option to ensure that this is achieved.

The school should explore {with the boarding pupils} ways of improving and encouraging the uptake of the supper for all of the boarders.

It would be advisable for the school to clarify the management structure for gap students, their induction process and maintain child protection awareness.

The inspection team recommend that the buddy system for the induction of new boarders be applied consistently across each of the three houses.

It would be timely for the school to carry out an audit of the bedroom furniture in each house to identify any repairs or replacements that are necessary, and carry out the small number of repairs in Queen's house that are listed in this report.

It would seem that not all staff are suitably familiar with the staff handbook's contents, including the roles of members of the senior management team, and it is recommended that the school rectify this.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

The Commission considers Standards 6 and 15 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This judgement has been made using available evidence including a visit to this service.

Standards examined: 6, 15, 16, 17, 24 & 25

The pupils who board at the school can still feel confident that their health and well being are promoted and supported by school staff and that they are involved in making important decisions about staying healthy. They can also feel confident that they will get a good choice of food to eat, and that the school is making a commitment to taking on board the improvements that pupils have requested.

EVIDENCE:

There continues to be clear policies and procedures in place with regard to alcohol, smoking and the use of illegal substances. The school has a 'smokers reform programme' for pupils found smoking or in the possession of smoking materials. This programme consists of a Saturday detention for the first occasion, a one day suspension and a week of school duties for a second occasion and a discussion with the pupil's parents / guardian if smoking

continues. In any case parents are informed if any pupil is found to have been smoking. The use of alcohol or illegal substances results in firmer immediate action by senior staff at the school and is always viewed very seriously.

The school has a large sanatorium on site (known as the "San"). Although somewhat dated, the facility does provide a warm and welcoming atmosphere, and is generally popular with pupils. Two doctors (one of each gender) visit the school to hold a surgery every week during term time, and all the boarders are registered with a GP locally. Doctors will, however, visit the school outside of these surgery times if required. Two qualified nurses share the round-the-clock rota. Both of the nurses were available to meet with the inspection team during this visit and were open, friendly, and clearly competent. One of the few negative comments that were made by boarders at Queens concerned usually being turned away from the 'san' unless there was clear evidence that they were ill. They felt that they could only approach the nurses at specific times. While there is always going to be debate about the seriousness of a complaint, particularly during lesson time, perhaps the school does need to review how boarders perceive the 'san' and access to it.

The building used as the sanatorium has all entrances locked. Pupils are required to ring and wait for a nurse to open the door. This allows the nurses to be fully aware of who is in the building, further strengthening security. The "San" is able to accommodate pupils who are unwell enough to need to be under constant medical supervision by the nurses. This usually occurs if a pupil has a bad cold or flu, an infectious illness (for example chicken pox) or if they have needed postoperative medical supervision after routine surgery.

Every pupil who requires medication on a regular basis is expected to attend the 'san' at the appropriate time. With the exception of inhalers and occasionally antibiotics, no medication is given to the pupils for self-administration on more than a day to day basis. Each time a pupil visits the 'san' a record is made which details the time/date of visit, the nature of the medical complaint and the treatment/advice that is given. This is then entered onto a computer. Medication administration records were sampled and found to be meticulously recorded. Medication is currently stored in a lockable wooden cupboard fixed to the wall that contains an additional lockable space within this cupboard to store any controlled drugs that the pupils may need. One issue that needs to be addressed by the school is that when a controlled medication is given (in this case, Ritalin), two signatures are required on the controlled drugs administration register. Obviously both nurses share the "on" duty rota and cannot both be present all of the time. This will necessitate a recommendation in this report. It should be noted that this was discussed during the feedback to members of the senior management team of the school. They have undertaken to look at a viable option to ensure that this is achieved.

Unsurprisingly the catering at the school received significant and wide ranging comment. Members of the inspection team took all three meals served each day with the pupils. A number of pupils queried the nutritional value of the meals, however, from the observation of the inspection team it would seem that the school does offer a varied and nutritional choice. The viewpoint given by a number of pupils may well arise from what they individually think of as being a varied and nutritional diet. The meals are not often what would be familiar to boarding pupils in their home environment. The vast majority of the boarding pupils are from overseas and generally the pupils accept that the school cannot please everyone all of the time. The midday meal that is taken by both day and boarding pupils has the most catering effort and investment. The evening meal was criticised by both pupils and staff and the view is that this can clearly offer more range. It would also offer an opportunity in the day where the catering can be more adventurous, within reason, to reflect the different nationalities and preferences of the boarding pupils. Some suggestions by pupils included employing a part time Chinese cook at week ends and some evenings, or expanding the kitchen facilities in the boarding houses so that pupils can prepare culturally appropriate meals themselves if desired. The latter could also provide an additional health education and life skills learning benefit. To stress the point again, meals were generally good, breakfast and lunch receiving mostly positive comments, but to address the minor shortfall identified the following recommendation is now made: The school should explore further {with the boarding pupils} ways of improving and encouraging the uptake of the supper for all of the boarders.

Pupils also asked for more water dispensers to be located around the school, specifically for use at break times, although water fountains are available on school grounds and pupils do have access to drinking water. Pupils are also permitted to carry bottled water with them at all times. The school is looking into the logistics of adding another fountain in a different area of the grounds.

Pupils in Queen's House asked for fruit to be available in the house. It has also been asked that the school look into re-establishing the Sunday "Café" that had been discontinued a while ago due to a lack of interest. These are all reasonable requests, which the school has agreed to look into. The inspection team were informed that in some areas this has already started.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- 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.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This judgement has been made using available evidence including a visit to this service.

Standards examined: 2, 3, 4, 5, 26, 37, 38, 39 41, & 47

Overall the management of the school from recruitment of staff to the day to day staff support and guidance has significantly improved and now ensures that pupils are as safe as possible both in and out of the school. The staff achieve a balance between encouraging pupil's freedom of expression and

development within acceptable risks; supervising the pupils yet respecting their privacy; allowing them to make mistakes but also responding appropriately to unsafe behaviour. The pupils can also be assured that their health and safety in the school is properly taken care of.

EVIDENCE:

At the time of the last inspection it was recommended that the anti-bullying statement be expanded upon further, as there was no clear policy or procedure. Much more has been accomplished since then. The anti bullying policy and the way that it is explained to pupils in the "Pupil Handbook" is very detailed and clearly outlines what bullying is and how incidents of bullying will be responded to. For staff there is also a step-by-step guide outlining what action they should take if and when bullying is either reported by a pupil or identified by staff. The answer that pupils gave in the questionnaires and through discussion show that there is a far greater degree of confidence that the school's anti-bullying procedure is robust and is implemented with a sense of urgency. The Inspectors are not of the view that bullying is prevalent in the school. Obviously it is still an important issue for the small number of pupils who consider that they are being bullied at times. It is timely that on the first day of this inspection the school was taking part in a national anti-bullying awareness programme and the inspection team are confident that the school is giving this issue consistent and diligent attention.

The pupil's handbook contains clear information regarding the rewards and merits that pupils can earn, and the sanctions that can be applied by house staff, teaching and senior staff. As a result of the previous inspection, the imposition of sanctions by prefects has now ceased, as pupils sometimes saw it at that time that this could possibly be a power that might be abused.

The child protection policy has undergone significant revision since the previous inspection. This was not only because of recommendations that were previously made but also due to changes nationally in the way that safeguarding children is addressed. The school's policy and procedure are in line with the principles of "every child matters", the "Children Act 1989" (and subsequent revisions) and the local "Safeguarding Board". The procedure advising staff of the action they should take is now clear and comprehensive. Since the previous inspection a new Chaplain has been appointed and he has established positive links with house staff. The Chaplain has developed 'pastoral concern forms' and a "Child Protection" report form that are a positive means by which to ensure that any concerns that may arise do not get lost. A staff Inset is planned for January and this is to become a regular training feature for staff of the school. All staff, regardless of their position, are issued with a laminated 'abuse' key question card. This informs staff in a clear and

concise way of what they should do should any of the pupils report an abuse concern to them. Gap students appear happy in the school, but did not appear clear about who line manages them, were unclear if an induction process happened and had received no Child protection training. It is recommended for the school to clarify the management structure for gap students, their induction process and allow for at least a child protection awareness session as a part of an induction.

The school deserves significant praise for developing their child protection policies, procedures and awareness for all staff. The school has achieved success in not only addressing previous inspection recommendations, but also by bringing their protocols and practises into line with current national thinking and best practise.

The pupil handbook contains a copy of the school's complaints procedure, and it is also posted on notice boards in the houses. A written record is kept of any complaints that are made by pupils as these are often written in a comments / complaints book that is kept in each house. The comments and complaints books that were seen showed that the comments that are made are largely requests for repairs or replacement of items in the houses, although nothing more concerning than that. The school also reports that, aside from occasional complaints from adjacent neighbours about the trees on the school grounds, nothing more serious has been reported by either pupils or parents. One issue was raised at this inspection by a small number of pupils. This matter is something that arose at the previous inspection, however, as it is not related to the overall performance of the school this is being addressed separately.

The school has an integrated fire detection system, linking all the boarding houses to one central panel, which is situated outside the Headmaster's office. As soon as possible at the start of each term a fire drill is carried out. Boarders are also subject to a nighttime fire drill each term. Advice is taken from the LFEP, and they visit periodically. The boarders demonstrate a good awareness of the fire drill, and confirmed that the fire alarms are tested regularly. Boarders in each of the three houses are shown what to do in the event of the fire alarm being activated and are given a map outlining the escape route from their particular house. Pupils are drilled to use the appropriate exits in each of the respective houses and proper fire alarm test, drill and alarm activation records are kept.

None of the boarders made any adverse comments with regard to staff unnecessarily intruding upon their privacy. A number of the female boarders commented that they would still like to see a common room established where all boarders could meet if they choose to. The school confirmed that this is high on the agenda as a part of the extensive building and continuing refurbishment works. These works have commenced since the previous inspection and are continuing in the next few years to radically alter the accommodation and to extend the facilities that are available to boarders.

A total of 10 staff files were sampled. These were of staff that occupy a variety of positions at the school. All staff had either a CRB check available, or written confirmation that a check had been carried out (which included the relevant information that is contained on the check). Evidence of identity, references and qualifications was also present. The recruitment practices of the school have undergone significant revision. This has resulted in a diligent recruitment, interview and vetting procedure and the school is commended for having achieved this in the best interests of safeguarding pupils.

In order to foster a feeling of inclusion, day pupils are allowed to use the ground floor (if they are in a house that also has boarders) of their designated house. They are provided with lockers and also space for belongings. The actual boarding accommodation is, however, restricted to boarders only.

Comprehensive risk assessments had been carried out on all areas of the school buildings. There were no noticeable significant hazards in any of the houses. Staff are very clear about what areas of the grounds boarders can and cannot access out of school hours, particularly at night when it is dark. There is a 'general statement of health and safety' within the staff handbook.

Risk Assessments are also completed for high risk activities and outings. The inspection team viewed a number of these records and it is evident that parental consent is sought, and is documented.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This judgement has been made using available evidence including a visit to this service.

Standards examined: 14, 18 & 46

Staff are knowledgeable about the boarding pupils personal needs. The pupils can feel confident that they will get the right support to receive a good education and to enjoy in a wide range of activities and to pursue their personal interests.

EVIDENCE:

Each boarding house has a housemaster or housemistress, and a deputy housemaster/mistress. There is no shortage of staff for the boarders to call upon, and although many pupils stated that they would turn to their friends initially, a number also feel that there is at least one member of staff that they can turn to in times of difficulty. The Director of Studies felt that the pastoral system in the school was very strong. This was not just because of the staff input, but also because the boarders themselves contributed. Each house has a mentoring system in place, with the older boarders mentoring the younger students. This apparently works well.

Boarders are always made aware of which member of staff is on duty at night. Since setting up the Queens council, boarders in Queens house felt that they had a number of avenues down which they could raise concerns.

The pupils' complaints procedure clearly states that a pupil may talk to an independent advisor if they wish, and the number for Child line is given. Pupils are now provided with the numbers of the independent counsellors without having to ask a member of school staff. These numbers are located in the payphone area of each of the houses.

Potential pupils are expected to have a reasonable command of English before applying for a place. To support this there is additional English tuition, for boarders from overseas, on Saturday mornings so that their assimilation into the English way of life is made a little easier. The school has a notable number of different nationalities, and strives to ensure that they all co-exist in a harmonious manner. It is unsurprising that there can still be at times some friction between children from different cultures. In talking with boarders it was once again clear that this friction tended to be between the boarders and day pupils rather than amongst the boarders, as they saw themselves as belonging to a community and are continuing to be supportive and protective of it. None of the pupils said that they felt that there were marked tensions with their fellow boarders and indeed in Oxford House the boarders are adamant in their belief that all of the pupils get along very well. This is a fact that the pupils are quite rightly proud of, not only because of their integration as a house that represents so many different nationalities, cultures and beliefs but also different ages. There is a notable feeling among the pupils that they do "look out" for each other. Many of the older pupils do freely and willingly take on personal responsibility in concerning themselves with the welfare of the younger pupils.

The school continues to be fortunate in having a very impressive sports hall, swimming pool and extensive grounds for the pursuit of outdoor sports, football being one of the most popular. From talking with the boarders it was clear that there was a wide range of extra-curricular activities available, both in the evenings and at weekends. The only negative comments received were that the VI form was not allowed to go into London as they wished, and also that the male boarders were allowed out after prep but that the girls were not. At the previous inspection it was commented upon that although the two boys houses had a recreational room, Queen's house did not. This has now been rectified. Boarders have free access to their own house at any time (outside of the times that they are supposed to be in class).

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

The Commission considers Standards 12 and 19 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This judgement has been made using available evidence including a visit to this service.

Standards examined: 12, 19 & 21

Pupils can be confident that the staff will regularly seek to update all of the relevant information needed to make their time at the school a success and that contact with their family is maintained. They can also be confident that staff will make sure that they have an awareness of their progress and that staff will work closely with them to gain their trust.

EVIDENCE:

Each house has a tutor system that is well understood by the boarders. In Queens house, for example, friendly competitions are held between these groups in weekly meetings. Queen's house has also introduced a duty prep book. This is used by the VI form to record any comments for staff attention about support that younger pupils may require. This also appears to be working well.

The boarders are encouraged to discuss any issues of concern, and there is now a regular forum in each house in which they could collectively meet to air their views.

Each of the boarding houses has payphones for pupils to use, and these were all reported as being in working order. Additionally, a high number of the boarders have their own mobile phones. The pupils also have access to e-mail and since the previous inspection the number of computers with internet access has been improved. The school is looking to expand this further through an IT project which is also looking at wireless systems as a number of pupils also have their own laptops. Having said that, it should be noted that the school is very aware of the need to ensure pupils safety and protection from inappropriate internet content. It was noted that private calls could not be made in Cambridge while the tuck shop was open as the payphone was situated in the room that leads to the tuck room.

The school operates a number of Student councils: These comprise of a main council, boarding councils in houses and a food committee that all provide a student voice. Pupils were able to talk about these councils in conversations with the inspection team, and these seem to be well regarded. However, as commented upon earlier in this report, the food committee may well require more action to be taken in light of the matters that they raise.

The school has a high percentage of overseas students, and it was felt by some staff that more could be done to integrate them into the school. While staff were of the view that efforts are made to enable these students to settle in, there were also missed opportunities to better involve them in British culture.

On speaking with pupils it is evident that although houses operate a buddy system for new boarders, this would not seem to be consistently applied. There are clear guidelines for staff about induction of new boarding pupils, however, from comments that were made by some pupils themselves it would not appear that this happens in the same way in all cases. The inspection team recommend that this be applied consistently across each of the three houses. A number of boarders commented at the previous inspection that it would have been helpful to receive a boarder's handbook, to supplement the pupil handbook. Each of the houses now provides a boarders handbook that relates specifically to that house. This is in addition to the general pupil handbook that was updated in September of this year.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This judgement has been made using available evidence including a visit to this service.

Standards examined: 40, 42, 44 & 51

The pupils can feel confident that the houses in which they live are comfortable and that the school has a continuing commitment to improving the accommodation.

EVIDENCE:

All three of the boarding houses were found to be acceptably clean, although some of the facilities do suffer from their age and need for modernisation. Each of the houses was found to be well heated and lit. It should be noted that the school has a 5 year development plan that aims to replace much of the boarding provision with new facilities.

The vast majority of sixth formers have their own bedroom. Other boarders have to share, in rooms occupied by up to seven pupils. The younger the boarder the more fellow boarders they had to share with. Some of the boys in Oxford house commented that they felt the dormitories were too small. This is obviously a situation that the school cannot rectify overnight although the

renewal programme should see this matter addressed over time. It is noted that the privacy issue that had previously been raised by boarders in Queen's house has now been largely rectified. A number of wardrobes in Oxford house were missing a bar of which to hang clothing.

Both of the boys' houses have acceptable toilet and bathing facilities. The improvements in Queen's were clear to see – the house has become much more relaxed, informal and homely and much less institutionalised. The boarders spoke positively about their dormitories, while the new en-suites to some of the rooms had been greatly welcomed. Comfy sofas have been provided in both of the common rooms, as has Sky TV.

There were not many negative comments, but those that were received were primarily regarding the need to repaint Queen's house (preferably in bright colours), and the need for a place where boarders could hang up their own personal laundry that they had washed themselves. At present they leave it over the radiators, but this practice is frowned upon by staff, and they are usually asked to remove it. Boarders in Queen's also reported that one of the toilets in Tussaud was not functioning well, and that only one of the showers for Potter dormitory was working – leaving one shower for 12 girls to share. There was also a problem with the lights in Dietrich – as they kept on flickering, and some comments that the heating appeared to be on during the day, but off at night- when it was most needed.

It was also noted that although raised as a recommendation in the last inspection report, the school had still not opted to purchase mattress and pillow protectors. Given that all mattresses have recently been replaced it would make economic sense to take steps to protect them, particularly as the dormitories are used during the holidays for summer school.

The following recommendations have therefore arisen:

1. It would be timely for the school to carry out an audit of the bedroom furniture in each house to identify any repairs or replacements that are necessary.
2. Provide somewhere where hand washed clothing can be hung to dry
3. Repair toilet in Tussaud
4. Repair shower(s) in Potter
5. Repair lights in Dietrich
6. Provide mattress and pillow protectors

No pupils of the school are boarding in lodgings and therefore standard 51 does not apply.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This judgement has been made using available evidence including a visit to this service.

Standards examined: 1, 8, 9, 23, 31, 32 & 34

The pupils can feel confident that the staff team are aware of the aims and objectives of the school and are generally well trained to care for them. There is some need to expand upon the staff team's awareness of senior management roles at the school; however, this does not presently appear to compromise the welfare of boarders. Pupils are adequately supervised in a way that is not overly intrusive upon their privacy.

EVIDENCE:

There is a clear statement of boarding principles within the Boarding House handbook. This covers the aims and organisation of boarding at the school; a guide to the welfare and pastoral provision and incorporates the school's Mission Statement for all pupils. A full and comprehensive handbook, dated September 2006, is available for all staff. It is also now evident that the statement is available to parents, prospective parents and boarders. Although there is a PASTORAL DEPUTY HEAD, her role appears to be as much with day pupils as boarders. House staff were not all entirely clear about a pastoral line of management, although they acknowledged that the Deputy [Administration] dealt with discipline. The Headmaster appears to be regarded as the line manager for house staff with pastoral issues rather than the Pastoral Deputy, while house staff commented that all senior managers visited houses from time to time. Whether these visits are frequent or effective enough seems open to question, and it may extend the ambiguity. Houseparent meetings, chaired by the Pastoral Deputy, included day houses, presumably lessening the time and attention paid to boarding issues. The roles of the senior management team, and the job description that is attached to each position, are all contained in the staff handbook. It would seem that not all staff are suitably familiar with the handbook's contents, including the roles of members of the senior management team, and it is recommended that the school rectify this. There is very clear management of boarding houses within each house, with a good level of supervision and availability of staff – although the matron in Cambridge appeared to have rather more than her share of evening duties.

The school has not had to face any major crises for a considerable time. There are well formulated policies and procedures in place regarding pupil welfare, accidents and fire, to name but a few. In conversations that were held with boarders, it is evident that there is a good understanding of what to do in the event of fire and who to contact in case of any other kind of emergency.

The focal point for monitoring of behaviour and any welfare concerns in respect of boarding pupils remains with the housemaster/mistress. Form tutors and other teaching staff send written notification of events to the housemaster/mistress who acting in loco parentis who have discussions with the pupils to identify the cause of any welfare concerns. The housemaster/mistress maintain records in respect of the boarding pupils behaviour, punishments and academic performance. The Bursar and Deputy Head hold records in respect of risk assessments for activities and outings. Responsibility for monitoring (as previously recommended), twice a term, the records of risk assessments, major punishments, complaints or accidents are divided between the senior management team depending on the area that is being monitored. As an example, the Chaplain and Deputy Headmistress (Pastoral) maintain a constant awareness of child protection matters at the school. It should, however, be noted that issues concerning child protection

rarely arise and those that do are usually not in direct connection with the school itself.

There is a duty rota in relation to the supervision of boarders outside of teaching time. This duty is shared amongst the housemasters/mistress, their deputies and other resident staff. At all times there is an adult available for boarders to contact. This may not necessarily be within the house itself, as the member of staff may be elsewhere on the premises (i.e. at the sports hall). When this occurs, the member of staff on duty leaves a clear note to say where he/she is. The prefects continue to be seen as essential to help maintain adequate supervision of the boarders. Again, in conversation, the boarders themselves were clear about how to find a member of staff outside of school hours. The Inspectors are of the view that the level of supervision continues to be adequate.

There is a signing in and out system for boarders, so that staff can keep track of them at all times. There are clear guidelines about who can leave the school premises and when. When boarders are returning home for holidays/returning to the school at the end of holidays, they are expected to have provided clear travel arrangements. Reference has been added to the pupil handbook about how to contact staff in an emergency, when away from the school. All pupils are also given a laminated card that provides contact information for the school.

Staff have access courses, in boarding practice, run by the Boarding School Association. These courses, along with other internally and externally run courses have been made more accessible to boarding house staff as well as other staff where relevant at the school. It is also positive to note that the school is committed to expanding to school staff in general the training and awareness opportunities in regard to safeguarding pupils, not least in the area of child protection.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

| BEING HEALTHY | |
|----------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 6 | 3 |
| 7 | X |
| 15 | 3 |
| 16 | 3 |
| 17 | 3 |
| 24 | 3 |
| 25 | 3 |
| 48 | X |
| 49 | x |

| STAYING SAFE | |
|---------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 2 | 4 |
| 3 | 3 |
| 4 | 3 |
| 5 | 3 |
| 13 | X |
| 22 | X |
| 26 | 3 |
| 28 | X |
| 29 | X |
| 37 | 3 |
| 38 | 4 |
| 39 | 3 |
| 41 | 3 |
| 47 | 3 |

| ENJOYING AND ACHIEVING | |
|-------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 11 | X |
| 14 | 3 |
| 18 | 3 |
| 27 | X |
| 43 | X |
| 46 | 3 |

| MAKING A POSITIVE CONTRIBUTION | |
|---------------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 12 | 3 |
| 19 | 3 |
| 21 | 2 |
| 30 | X |
| 36 | x |

| ACHIEVING ECONOMIC WELLBEING | |
|-------------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 20 | X |
| 40 | 3 |
| 42 | 3 |
| 44 | 3 |
| 45 | X |
| 50 | X |
| 51 | x |

SCORING OF OUTCOMES

Continued

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | 3 |
| 8 | 3 |
| 9 | 3 |
| 10 | X |
| 23 | 3 |
| 31 | 3 |
| 32 | 3 |
| 33 | X |
| 34 | 2 |
| 35 | X |
| 52 | x |

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

| No. | Standard | Recommendation | Timescale for action (Serious welfare concerns only) |
|-----|--------------|---|--|
| 1 | BS15 | When a controlled medication is given (in this case, Ritalin), two signatures are required on the controlled drugs administration register. The school have undertaken to look at a viable option to ensure that this is achieved. | 08/01/07 |
| 2 | BS25 | Pupils in Queen's asked for fruit to be available in the house. | 08/01/07 |
| 3 | BS3 | It is recommended for the school to clarify the management structure for gap students, their induction process and continue to maintain child protection awareness as a part of an induction. | 23/02/07 |
| 4 | BS21 | The inspection team recommend that the "buddy" system for new boarders be applied consistently across each of the three houses. | 23/02/07 |
| 5 | BS40 BS44 | It would be timely for the school to carry out an audit of the bedroom furniture in each house to identify any repairs or replacements that are necessary. To Provide somewhere where hand washed clothing can be hung to dry, to repair the toilet in Tussaud, to repair shower(s) in Potter, to repair lights in Dietrich and to provide mattress and pillow protectors | 23/02/07 |
| 6 | BS34 | It would seem that not all staff are suitably | 23/02/07 |

| | | | |
|--|--|--|--|
| | | familiar with the handbook's contents, including the roles of members of the senior management team, and it is recommended that the school rectify this. | |
|--|--|--|--|

| No. | Standard | Advisory Recommendations |
|-----|----------|---|
| 1 | BS15 | I would be timely, in light of comments that were made by some pupils, for the school to review how boarders perceive the 'san' and access to it. |
| 2 | BS24 | The school should further explore {with the boarding pupils} ways of improving and encouraging the uptake of the supper for all of the boarders. |

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