



Champions for  
Social Care  
Improvement

# inspection report

Boarding School

## **Eton College**

Windsor

Berkshire

SL4 6DN

2nd – 6th February 2004

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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



<b>SCHOOL INFORMATION</b>
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**Name of School**

Eton College

**Address**

Windsor, Berkshire, SL4 6DN

**Tel No:**

01753 671000

**Fax No:****Email Address****Name of Governing body, Person or Authority responsible for the school**

Sir Eric Anderson (Provost)

**Name of Head**

Mr A.R.M. Little

**NCSC Classification**

Boarding School

**Type of school**

Independent Boarding School

**Date of last boarding welfare inspection**

11/01
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<b>Date of Inspection Visit</b>		2nd February 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Maire Atherton	
<b>Name of NCSC Inspector</b>	<b>2</b>	Lucy Martin	
<b>Name of NCSC Inspector</b>	<b>3</b>	Jill Chapman	
<b>Name of NCSC Inspector</b>	<b>4</b>	Sue Cledwyn-Davies	
<b>Name of NCSC Inspector</b>	<b>5</b>	Nikhil Dave	
<b>Name of NCSC Inspector</b>	<b>6</b>	Bob Dawes	
<b>Name of NCSC Inspector</b>	<b>7</b>	Kerry Kingston	
<b>Name of NCSC Inspector</b>	<b>8</b>	Sally Newman	
<b>Name of NCSC Inspector</b>	<b>9</b>	Lorna Somerville	
<b>Name of NCSC Inspector</b>	<b>10</b>	Martin Thomas	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Jane Laing	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Robert Herringshaw	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Stephen Bunney	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Paul Jones	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			YES
<b>Name of Establishment Representative at the time of inspection</b>		DR. R.M. STEPHENSON	

**Introduction to Report and Inspection**

**Inspection visits**

**Brief Description of the school and Boarding Provision**

**Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

**Implementation of Recommended Actions from last inspection**

**Recommended Actions from this inspection**

**Advisory Recommendations from this inspection**

**Part B: Inspection Methods Used & Findings**

**Inspection Methods Used**

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

**Part C: Lay Assessor's Summary (where applicable)**

**Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the NCSC in respect of Eton College.

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Eton College was founded in 1440. Most of the ancient buildings of Eton were completed at this time or shortly afterwards, including the Chapel, the Cloisters, Lower School and part of College. Building and rebuilding have gone on ever since.

There are numerous well-equipped arts facilities. These include music schools, drawing schools and a theatre, which can seat 400 people.

There is an extensive range of sports facilities available. These include a rowing lake, an athletics centre (a joint community venture), indoor and outdoor swimming pools, and sports halls equipped for a variety of activities.

There are twenty-five boarding houses providing accommodation to some 1290 boys.

## **PART A**

## **SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The senior management team is a significant strength of the school. Although it has been in existence in its present form for a relatively short time, it has engaged constructively with relevant staff to identify and implement a number of changes that are improving the provision for boarding and the personal development of the pupils. Senior managers communicate their vision for the school clearly and effectively and are carrying out their commitment to involve staff in the process of review and renewal.

There is a very robust approach to risk assessment in the school. The school takes health and safety and risk assessment very seriously and acts accordingly.

The pupils reported in the questionnaires and the inspectors saw evidence of a very wide range of activities on offer, to cover both mainstream and minority interests. The school is the dominant feature of the local community and the distribution of the school's facilities across the township promotes appropriate community involvement within clearly defined boundaries. This provides boarders with access to a wide range of resources.

All the sleeping accommodation is provided in single rooms offering boarders a good level of privacy.

Throughout the course of the inspection the inspectors observed the existence of excellent relationships between the staff and boarders. There was evidence that where difficulties, both potential and actual, had been identified, solutions were sought creatively.

## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There were no major shortfalls found in the course of the inspection. The inspectors identified that there was a need for effective child protection training to be delivered to all staff to ensure there was a good knowledge and understanding of potential signs and symptoms of abuse. The Lower Master had identified this training issue and was liaising with the local child protection co-ordinator to provide this at a staff professional development session.

The evaluation of staff personnel files did not evidence that all the required recruitment checks had been undertaken. Discussion with the personnel management indicated that the school had become aware of the shortfall and were taking steps to address the deficits. The system of recording complaints did not provide for regular review and this is reflected in the recommendations of this report.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first full inspection of the school by the NCSC under the National Minimum Standards for Boarding Schools. A team of ten NCSC inspectors and four boarding sector inspectors spent five days at the school. They visited each of the boarding houses for a day and spent time talking with boarding house staff by appointment. Pupils gave inspectors guided tours of the boarding accommodation. These and other occasions provided opportunities for informal discussion. Inspectors also met small groups of pupils across the age range by appointment for more planned discussions. They observed in operation the tutorial system, games and societies, and scrutinised the arts and sports facilities. The lead inspectors met individually members of the school's senior management team and those in the personnel, bursarial and catering teams.

This was a joint whole school inspection with the Independent Schools Inspectorate at the request of the school. The inspectors leading the respective teams met before and during the inspection to co-ordinate joint visiting, and again at the end to share their findings. Prior to the inspection pupils completed a confidential questionnaire about boarding life at Eton and parents were written to inviting them to provide their views on the school. The majority of pupils and parents were more than satisfied with the good standard of boarding welfare at the college.

Fifty of the fifty-two standards were inspected, as two were not applicable. Six were evaluated as exceeded with the remainder evaluated as met or partly met. The management of the school are to be commended for the wealth of work that had been and was to be undertaken in the light of the National Minimum Standards and the desire of the school to meet and exceed these where possible. The recommendations and advice given in this report are provided in order to underpin the work in progress.

Overall Eton College is a very well organised school that provides a positive boarding experience for its pupils.



## 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.**

<b>RECOMMENDED ACTION</b>			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS3	The child protection policy be reviewed to ensure that it includes the information outlined in standard 3.2.	30.04.04
2	BS3	Child protection training is to be provided for all staff.	31.07.04
3	BS5	The system of recording complaints should provide for regular review as outlined in standard 5.5.	30.04.04
4	BS5	The complaints policy is to be reviewed to ensure it contains the information required by standard 5.4	31.05.04
5	BS15	The parental medical consent forms need to include non-prescription medication and the list of approved homely remedies is to be updated in line with current guidance.	31.05.04
6	BS16	There is to be a responsible adult in the house at all times to respond to the needs of pupils.	15.04.04
7	BS28	Staff deployed in houses for summer schools are to undergo all the checks as outlined in Standard 38.2 and receive induction training, including guidance on child protection.	15.07.04
8	BS32	The signing in and out system, with particular regard to Sunday afternoons, is to be made more robust to ensure compliance with standard 32.3.	15.04.04
9	BS38	The personnel records for all new staff are to demonstrate that all the required checks have been undertaken.	31.04.04
10	BS24	That the problem with condensation in the Bekynton kitchen is resolved.	01.09.04

11	BS26	The use of wedges is to be discontinued. Risk assessments should be undertaken to determine whether or not the use of approved hold open devices would be appropriate and action taken accordingly.	15.04.04
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### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS2	The bullying policy should be reviewed in respect of the perceived emphasis on the victim.
2	BS17	Records should be kept in respect of the initiatives developed in response to pupils identified health and personal problems.
3	BS18	A school wide guidance on the acceptability of posters in boys' rooms should be developed.
4	BS31	A minimum of two staff members should be available at night to boarders, in the house identified in the report.
5	BS39	Written agreements between the school and adults not employed by the school but living in the same building as boarding accommodation are to be developed.
6	BS47	The surface temperatures of radiators in bedrooms should form part of the boarding house risk assessment.
7	BS47	The Control of Substances Hazardous to Health (COSHH) should be strengthened in boarding houses.

\*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"> <li>• Social Services</li> <li>• Fire Service</li> <li>• Environmental Health</li> <li>• DfES</li> <li>• School Doctor</li> <li>• Independent Person or Counsellor</li> <li>• Chair of Governors</li> </ul>	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NO
Group discussion with ancillary staff	YES
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	NO

Date of Inspection	02/02/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	500
Number of Inspector Days spent on site	64

**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 

12
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 TO 

19
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**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**

<b>Boys</b>	1,292
<b>Girls</b>	0
<b>Total</b>	1,292
<b>Number of separate Boarding Houses</b>	25

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

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
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"X" is used where a percentage value or numerical value is not applicable.

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

### Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

#### Key Findings and Evidence

#### Standard met?

3

The general information required is clearly outlined in the prospectus for the school. There are 25 boarding houses at Eton, each with individual characteristics, whilst adhering to the overarching principles of the school.

### 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

There is a policy available, which was published in guidance manuals for staff. The staff demonstrated an awareness of the policy and inspectors were provided with examples where bullying had been dealt with effectively. The housemasters engaged with inspectors in discussion on bullying and were keen to learn and develop practice in this area. This centred on the emphasis on the victim in the policy and it is advised that this be reviewed. As shown in the response to the pupil questionnaires bullying was not perceived as a problem in the school. Through discussion with pupils it was apparent that pupils knew what to do in the event of becoming a victim of or a witness to bullying.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

92.75

%

**Standard 3 (3.1 – 3.9)**

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

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

2

There is a child protection policy in place in the school, which is included in written guidance for housemasters and dames. The policy needs to be reviewed to ensure that it includes the information outlined in the standard.

There were good examples that where child protection issues had been identified they had been followed up appropriately.

There was a need for effective child protection training to be delivered to all staff to ensure there was a good knowledge and understanding of potential signs and symptoms of abuse. The Lower Master had identified this training issue and was liaising with the local child protection co-ordinator.

**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

There is a school policy in place. Major infringements are overseen by the Head and Lower Master, through the 'Bill'; minor infringements are dealt with in houses. There are variations between the houses, which were seen to be fair and appropriate. In some houses punishments could be issued by prefects but not without written authorisation by the housemasters in each instance. This was included in the written guidance for prefects and was seen in practice. In one house it was noted that prefects could also issue credits and this practice is commended. The questionnaire responses showed that the vast majority of pupils thought that punishments were fairly administered.

It is suggested that the Lower Master monitor punishments in houses to obtain an overview. It is also suggested that the school policy includes the unacceptable punishments outlined in standard 4.4.

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There is a complaints policy in place; this does not include all the information required by the standard. There was evidence that it is not consistently put into practice. The Head or Lower Master dealt with formal complaints and records were available. The system of recording complaints did not provide for regular review as outlined in standard 5.5. In one house there was a book available to record concerns and complaints.</p> <p>Pupils spoken with and in the questionnaires confirmed that they knew how to complain and were confident that issues raised would be addressed.</p>		
<b>Number of complaints, if any, received by NCSC about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There were clear policies in place in respect of drugs and smoking. The drugs policy was new and had been outlined in the school magazine in January 2004. The inspectors were informed that the alcohol policy was under review.</p> <p>The PHSE. syllabus is delivered through tutorials for 13 – 16 year olds. There is a clear programme provided for tutors and training and resources for the tutorial are available. There is an established PHSE. committee. The staff responsible for the PHSE. programme had attended relevant training in the term of this inspection.</p> <p>At a Tutor's meeting in November 2003 (the minutes of which were available) there was considerable discussion on the PHSE programme. The comments made were to be used by the committee when planning how to support Tutors and how to deliver the Tutorial programme in the future.</p>		

<b>Standard 7 (7.1 - 7.5)</b> <b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The medical records in houses and in the Sanatorium were seen to be sound. There is a system in place for transfer of information between the Sanatorium and the houses, which was not used in all instances.</p> <p>The inspectors saw some very good examples of House Masters records and it is suggested that written guidance for House Masters be developed from the good practice seen.</p>		

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 8 (8.1 - 8.3)

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

#### Key Findings and Evidence

#### Standard met?

4

The Lower Master was appointed in September 2003, having previously held the post of House Master at the school. Since that time a Boarding Team, comprising the Lower Master and two serving House Masters, has been established. This additional tier was generally viewed positively and plans to develop and strengthen this were welcomed.

The Head Master, who was appointed in 2002, was reported as being approachable. The management was described as forward looking with a clear commitment to involving staff in the process. Staff and senior prefects gave examples of the ways they are involved in addressing issues and moving forward.

### 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 Safety and Emergency Committee, chaired by the Lower Master. The Committee meets twice per term and sets policies on safety and security matters that affect the whole school.

The inspectors were informed of the clear systems in place to manage crises and how these systems are tested.

**Standard 10 (10.1 - 10.5)**

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

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

3

The sleeping accommodation is not based on year groups in the houses. This was reported to promote good communication across the age range. Pupils spoken with were happy with the arrangement and felt that it was positive and achieved the aim. There was direct observation of good relationships between pupils regardless of age.

One boarding house was identified by an inspector as being in need of refurbishment as a priority. There is an ongoing refurbishment programme in place.

**Standard 11 (11.1 - 11.6)**

There should be an appropriate range and choice of activities for boarders outside teaching time.

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

4

76% of pupils reported in the questionnaires that there were plenty of activities they liked. The inspectors found that there was very wide range of activities on offer, to cover mainstream and minority interests.

There was a divergence of opinion about Sunday activities. The Lower Master was aware that boys in their first year at Eton might require some guidance in use of time on Sundays. The inspectors were informed that a committee had been formed to look at a range of options. These were outlined to the inspectors. In addition a post of 'Saturday night manager' had been created to co-ordinate Saturday night activities and maximise the potential for social events.

**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

There was evidence that there are considerable informal opportunities for this. The inspectors were made aware of plans to develop a formal system for obtaining the views of boarders using representatives from each year group. This development is welcomed.

<b>Standard 13 (13.1 - 13.7)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The prefect system in place was clearly defined and well known to all pupils. Where prefects may give punishments these were within specific guidelines and appropriately monitored. The prefects reported that they met regularly with the Head Master and the Lower Master and minutes of these meetings are taken.</p> <p>The prefects told inspectors that they had attended a two-day course in the term preceding their appointment to the role. The inspectors were also informed that the course was being reviewed in the light of comments from the pupils.</p>		

<b>Standard 14 (14.1 - 14.6)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The responses in the pupil questionnaires showed that pupils felt able to approach a number of people. House Masters, Tutors, Dames and Chaplains figured well in the responses. There is a school counsellor who is on site one afternoon per week. There are a number of ways to make an appointment. It was not clear how quickly appointments could be made with the Counsellor. The Lower Master felt that it was possible for pupils to make direct contact with the counsellor and his telephone number was seen on notice boards in houses alongside other help lines.</p>		

## **WELFARE SUPPORT TO BOARDERS**

The intended outcomes for the following set of standards are:

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

**Standard 15 (15.1 - 15.14)**  
**Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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There are clear arrangements in place for pupils to access health care professionals, through the sanatorium or through e-mail. There are two male GPs attached to the school and pupils can request a female GP. Surgeries are held in school daily from Monday to Friday. The Doctor spoken with reported that the aim was to have a GP on site on Saturday afternoons. Some parents (in response to an open letter from the National Care Standards Commission) expressed the view that sporting events should have medical staff on the playing fields in the event of an emergency. It was understood that this was under review. There were good systems in place to ensure a wide range of staff and pupils had received emergency first and training.

There are three full time nurses employed in the Sanatorium. These staff reported that they were well supported by the Lower Master. The rota indicated that in order to provide cover split shifts were worked. The effect of this is that there is little opportunity to undertake routine checks on medication stored in houses and run clinics. The inspectors were informed that the Sanatorium staffing levels were under review.

The parental medical consent forms need to include non-prescription medication and the list of approved homely remedies is to be updated in line with current guidance from the Committee on Safety of Medicines with regard to the use of aspirin in those aged under 16.

Inspection of part of this standard was undertaken by a pharmacy inspector who will write separately to the school with the advice in respect of a controlled drug that was being held in stock at the time of this visit.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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The Sanatorium can accommodate 14 pupils and was staffed appropriately for the number of pupils resident at the time of this visit. There is a kitchen in the Sanatorium and pupils were seen to be well catered for.

Pupils with minor illnesses may remain in their boarding house and be cared for by house staff.

Inspectors noted that there was the potential for ill boys to be in their house without direct access to an adult, help being available by mobile phone. There should be a responsible adult in the house at all times to respond to pupils' needs.

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There were examples of very good practice relating to the identification and management of boarders' health and personal problems. A range of creative initiatives had been implemented to support individual needs. For one pupil with significant healthcare needs there were comprehensive records available. Other initiatives were not so well documented and it is advised that records are kept of these.</p> <p>There is a Special Educational Needs Co-ordinator (SENCO) in post. There is a screening system in place for pupils in their first year at Eton, which is used to identify those with additional support requirements. The post holder reported good links with the teaching and house staff, which provides positive support for pupils.</p>		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school documents seen demonstrated a commitment to equal opportunities. The questionnaire responses of pupils did not indicate that discrimination is an issue in the school. The PHSE syllabus includes prejudice as an area for discussion.</p> <p>Each house has its own policy on posters boys can display in their rooms, considerable variation was observed. In one house domestic staff reported that they were uncomfortable with some of the posters on display in the boys rooms. It is advised that school wide guidance on posters be developed and implemented.</p>		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupils responded in questionnaires and in person that contact with their families was achieved easily and regularly. The majority of pupils had their own mobile phones and all had access to e-mail facilities. There were also pay phones available in houses. Help line numbers were appropriately displayed on notice boards.</p> <p>The parental responses reported good communication with the house staff and this was evidenced in the records seen in some of the houses, with parents also using the school e-mail facility. Parents are positively encouraged to visit the boarding houses at appropriate times and this was seen during the course of the inspection.</p>		

<b>Standard 20 (20.1 - 20.3)</b> Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The houses do not hold pocket money for the boarders. They are expected to manage their own finances. Boarders are encouraged to bring a lockable trunk or box to school. Many do not and it was stated by boarders and house staff that it was not felt to be necessary.		

<b>Standard 21 (21.1 - 21.3)</b> There is an appropriate process of induction and guidance for new boarders.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The inspectors were informed that there is a mentoring system in place in each house to support the written information available. There were variations between houses as to which year group provided the named mentors. Boarders spoken with reported favourably on the different inductions they had received.		

<b>Standard 22 (22.1 - 22.4)</b> Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
This standard is not applicable, as Eton College does not appoint guardians for boarders.		

<b>Standard 23 (23.1 - 23.4)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There was seen to be a clear system in place for the monitoring of the accident records and risk assessments. These are overseen by the Health and Safety Advisor for the school. A computerised system for the reporting of accidents has been implemented. Senior management have access to the information. The Health and Safety Advisor was in the process of refining the system to provide the information in a number of ways, by house, by accident type for example to inform the risk assessment process.		
The systems in place for monitoring complaints and punishments have been reported in the relevant standards.		

**Standard 24 (24.1 - 24.8)**

**Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.**

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

76% of pupils responded that food was average to very good. The houses that use the central dining hall, which is managed by a catering agency, reported that there had been a significant improvement in the food provided. Inspectors who ate there confirmed there was a good variety available in ample quantities, for all meals. In catering houses there was considerable variation noted. There was no choice available at lunchtime. This was reported as an issue by some boarders but not by others. The house menus are not overseen externally. The chef or dame may request this from the College catering manager. The Head Master informed the inspectors that a food survey had been undertaken as a result of issues raised in the parental questionnaire at the beginning of 2003. Some action had been taken as a result of the survey and further action was planned.

Bekynton kitchen was seen during the inspection and a large patch of condensation was noted on the ceiling. Unfortunately this was then dripping on to the food preparation table this needs to be resolved.

**Standard 25 (25.1 - 25.5)**

**Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.**

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

In all houses there was evidence that drinking water was readily available, either from suitably marked taps or machines providing chilled and hot water.

The mid morning snacks and afternoon teas were seen to be substantial in some houses and were enjoyed by the boarders. There are also kitchens in houses for use by pupils, the availability of which is according to their year group. The boarders reported that the system worked well. The temperature of the fridges in the boy's kitchens should be monitored. There is also a tuck shop and a cafe from which boys may buy snacks.

**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**

Boarders spoken with formally in groups and informally as part of a house tour were familiar with the evacuation procedures and had participated in a recent drill.

There were clear systems in place for the testing and servicing of fire alarms, emergency lighting and fire fighting equipment. The records were readily available in each house. It was noted that in some houses and other areas of the school fire doors were wedged open, which could compromise fire safety. The use of wedges is to be discontinued. Risk assessments should be undertaken to determine whether or not the use of approved hold open devices would be appropriate and action taken accordingly.

<b>Standard 27 (27.1 - 27.3)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All the boarders at Eton have busy schedules. There was evidence that the house staff have an oversight of this and provide appropriate levels of support to enable boys to manage their time successfully. The majority of boarders spoken with felt that they had sufficient free time.		

<b>Standard 28 (28.1 - 28.2)</b> The welfare of any children accommodated at the school, other than pupils, is protected.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Eton College runs a "Universities Summer School". The inspectors were provided with information relating to one that ran last year. This information evidenced that due consideration had been given to protecting the welfare of the young people accommodated for the purposes of the summer school in respect of staffing levels, risk assessments and medical arrangements for example.		
It was noted that not all staff deployed as boarding house staff for the summer school had undertaken relevant training or been through all the recruitment checks required. This is the subject of a recommendation in this report.		

<b>Standard 29 (29.1 - 29.6)</b> Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There was evidence that a robust approach to risk assessments is adopted in the school. There is a Tour and Expeditions committee that oversees risk assessments for all activities that involve an overnight stay. The Health and Safety Advisor provides advice to the Committee.		
The Health and Safety Advisor also liaises with every master in charge of a game or sport to draw up a risk assessment for each game and an example of this was seen. The Combined Cadet Force, which is open to boarders in the sixth form, was seen to have good safety systems in place and be appropriately monitored by the appropriate national governing body.		
There was evidence that appropriate parental consent is obtained.		

**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?**

4

Boarders have access to wide ranging resources that evidence that this standard is exceeded. The school is the dominant feature of the local community and the geography of the school promotes appropriate involvement, within clearly defined boundaries. Boarders have an opportunity to participate in community volunteer schemes, which offer a variety of placements that are appropriately supervised. Newspapers, television and the internet are available daily. External speakers are frequently invited to the school and these events are reported to be well attended and examples were given.

## 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?	
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The duty rota was familiar to the boarding house staff and pupils but was not available in writing. It is suggested that this be reviewed in the light of the appointment of Dames' Assistants. All boarders and staff were clear that staff were contactable at all times, either in person or by mobile, but there were times in the afternoon when there might not be an adult in the house.
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<b>Standard 32 (32.1 - 32.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There was evidence that staffing levels on trips met or exceeded the minimum ratios. There was a variety of signing in and out systems witnessed across the houses. The efficiency of the systems also varied. In some houses the system was well adhered to and monitored, in others the system was not widely used. Sunday afternoons were identified as a potential weakness in the supervision of boarders, by boarders themselves, staff and parents.</p> <p>The House Masters had copies of the boarders' timetables and knew where they should be. This was underpinned with a clear computerised system of recording authorised absences from lessons. Mobile phone numbers of boarders and staff were exchanged and provided an additional means of communication that was reported to work well in practice.</p>		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>At the time of this visit in one house the House Master was the sole available adult after 10.30pm. It was anticipated that this would be addressed with the permanent appointment of a Dame in the near future. Due to the layout of the house it is advised that an interim measure be adopted to provide two staff available to boarders at night.</p> <p>In other houses where there are a number of staff living in consideration should be given to providing written information about who is on call over night.</p>		

<b>Standard 34 (34.1 - 34.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There were job descriptions available for all house staff, including the new roles of house deputies and Dames' Assistants.</p> <p>The induction of boarding house staff was identified as an area for development and this had started with the Dames' Assistants, following the introduction of this new role. It is suggested that an induction checklist be developed and that participation in a fire drill be included. There is also a planned appraisal system for Dames, which appears to be very comprehensive. It is understood that the current reporting system for House Masters is to be reviewed.</p> <p>The Lower Master outlined the training planned for the next series of inset days. These included a speaker from the Boarding Schools Association, the school counsellor outlining his role, and speakers specialising in drug awareness and child protection.</p>		

<b>Standard 35 (35.1 - 35.4)</b> All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The Lower Master has produced a range of written guidance documents for staff. The guidance for House Masters and Dames includes the relevant headline National Minimum Standard underpinning the guidance. It is suggested that this guidance cross refers to the Masters book and reflects the practice in houses where appropriate.		

<b>Standard 36 (36.1 - 36.4)</b> There are sound staff/boarder relationships.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	4
Throughout the course of the inspection there was evidence, both observed and in conversation, of the existence of excellent relationships between the staff and boarders. Boarders in formal and informal settings spoke positively about the boarding house staff and in questionnaires 62% responded that they would approach staff if they had a problem. Staff in discussion spoke warmly and positively about the boarders and where there were potential difficulties, solutions were sought creatively.		

<b>Standard 37 (37.1 - 37.2)</b> Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarders reported that their privacy was well respected and the inspectors observed this in the time spent in houses.		

**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

Two inspectors spent time with the personnel manager and staff from that department. In addition recruitment was discussed in houses. It was clear from discussion and evaluation of staff personnel files that weaknesses had been identified in this standard and the school were taking steps to address the deficits.

At the time of this visit there was not a centralised system for the maintenance of personnel records and this had led to some inconsistency and perhaps contributed to the shortfall in this standard.

There was a clear awareness of and a commitment to obtaining Criminal Records Bureau checks on contracted and agency staff and taxi drivers deployed in the school. A different system was in place to obtain Criminal Records Bureau checks for peripatetic teaching staff. This system did not appear to be as robust as that for contract staff.

Dames are responsible for the recruitment of house staff and clear documentary guidance had just been made available to assist them in the process. It is suggested that training for all staff involved in recruitment be provided to supplement the written guidance.

**Standard 39 (39.1 - 39.4)**

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

**Key Findings and Evidence**

**Standard met?**

2

There was evidence available of a clear awareness that when staff were working without a Criminal Records Bureau check in place they were supervised in accordance with the standard. During the course of the inspection the Lower Master informed the inspectors that it was the intention of the school not to deploy staff until receipt of a satisfactory Criminal Records Bureau check.

There were no written agreements in place between the school and adults not employed by the school but living in the same building as boarding accommodation. The inspector undertook to forward an example of such an agreement.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 40 (40.1 - 40.8)

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

#### Key Findings and Evidence

#### Standard met?

3

There was a good standard of boarding accommodation provided for pupils. Of the twenty-five boarding houses just one house, identified by pupils in questionnaires and confirmed by an inspector on a visit, was seen to be in need of substantial refurbishment.

The inspectors were informed of a clear cyclical programme of refurbishment and redecoration. One house was in the process of refurbishment and another redecoration at the time of this visit. There is an additional boarding house set aside to provide accommodation for small groups of pupils whilst their rooms are being redecorated.

There were good systems both in house (through the employment of handymen in houses) and school wide to manage day-to-day repairs.

Two houses have lifts and so may accommodate boarders with disabilities. In one house a boarder had been allocated two rooms to enable his needs to be met easily in the house. This is commended.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The houses were seen to be protected from access by the public by the use of keypad systems. The keypad information may be shared with parents to promote the welcome house policy of the school. In one house boarders from other houses viewed the ground floor passageway as a thoroughfare. It is suggested that consideration be given to creating an alternative route for these boarders to maintain the house for the boarders living there. The security at the college had been reviewed in the last year and extra security staff were deployed. There are external CCTV cameras in place and funding has been agreed to increase the number of these over the next two years.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
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All the sleeping accommodation is in single rooms. The boarders told the inspectors that extra long beds are available when required and these were seen in use. Boarders occupy the same room for the year and there was evidence that they can personalise their rooms if they wish. Examples seen included posters and small items of furniture such as an easy chair, space permitting.

New mattresses, ordered by the laundry, are marked with the date so that the age of mattresses is known.

Boarders' accommodation is not separated by age group. The view of both boarders and staff is that the distribution of ages throughout the houses promotes good relationships between the year groups.

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

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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All boarders were seen to have suitable desks, chairs and lighting in their study/bedrooms. All boarders had internet access in these rooms with appropriate safety systems said to be in place.

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>This standard was met in terms of the numbers of toilet and washing facilities available. The distribution of the facilities throughout the houses was variable. This issue is being addressed as part of the refurbishment programme of houses as evidenced in the house being refurbished at the time of this visit.</p> <p>The water temperatures were also said to be variable and this will also be addressed as refurbishment is undertaken.</p>		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The boarders use their bedrooms to change in. The inspectors were informed that pupils from visiting teams would pair up with boarders and share their room to change in. This was viewed positively by some and less so by others. It is suggested that this be reviewed.</p>		

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a very wide range of recreational areas, indoor and outdoor, available to boarders outside the houses. The communal accommodation available in houses was limited and varied considerably in standard. Boarders did not report this as an issue. There was evidence that this would be addressed as part of the ongoing refurbishment programme for individual houses.</p> <p>Boarders were observed by inspectors to have free access to their respective houses at all times.</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?****3**

There is a clear commitment and a robust approach to health and safety in the school. The school has appointed a Health and Safety Advisor who reports to the buildings bursar. The inspectors saw evidence that there were good systems in place for maintaining safety, such as the testing of portable electrical appliances, including boarders own. Over the past year the Health and Safety Advisor had been to every boarding house and, with the House Master, outlined a generic risk assessment and customised it for each house. Copies of these were available. It is advised that the risk assessment indicates windows above ground floor level that have been assessed as not presenting a risk. Those identified as presenting a risk had had safety measures implemented. It is advised that the surface temperatures of radiators in bedrooms form part of the boarding house risk assessment.

The Control of Substances Hazardous to Health (COSHH) was identified as a weakness in houses and would benefit from strengthening.

The Buildings Bursar outlined the steps the school had taken to address road safety issues. The school were in receipt of a local authority plan to install two pedestrian crossings in addition to the improved traffic calming measures and improved signage, to which the school made a financial contribution. Further development plans were also under consideration, these included road bridges and subways.

Boarders were clear which areas were out of bounds and which areas would be supervised by staff.

There is a Health and Safety policy in place and written risk assessments covering potential areas of risk in the school buildings, activities and grounds.

**Standard 48 (48.1 - 48.4)**

**Suitable accommodation should be available for the separate care of boarders who are ill.**

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

There is a separate sanatorium that can accommodate a maximum of 14 pupils. There are four single rooms, two rooms for two boarders and two rooms for three boarders. The accommodation is of a good standard and the toilet and washing facilities are sufficient in number.

In a number of the houses there was also a bed in the medical room that could be used for ill boarders, those with minor ailments could stay in their own rooms.

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>There is a school laundry in the village. This was seen to provide a very efficient laundry service to all the houses. The boarders were complimentary about the systems in place for personal laundry and bedding.</p> <p>In addition there is a washing machine in each house.</p>		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was a clear system in place for boarders to obtain personal and stationery items from local shops.</p>		

<b>Standard 51 (51.1 - 51.11)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>This standard is not applicable.</p>		

<b>Standard 52 (52.1 - 52.8)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was evidence that this standard was well met in respect of off site accommodation arranged as part of school trips, including field study centres and accommodation abroad. Where possible Masters visit the site prior to the visit. In the case of language trips the host school is requested to verify the accommodation. A similar stance is taken on the use of host families. The school cited an example where a trip abroad had been cancelled, as there were concerns that the supervision level could not be guaranteed.</p> <p>Boarders spoken with outlined the level of supervision provided during a language trip. This was judged by inspectors to meet the standard.</p> <p>In addition a lack of robustness was noted in checking lodgings in some overseas language courses, especially where host families were recruited by the overseas language school and were not part of an exchange scheme.</p>		

<b>Lead Inspector</b>	<u>Maire Atherton</u>	<b>Signature</b>	<hr/>
<b>Second Inspector</b>	<u>Lucy Martin</u>	<b>Signature</b>	<hr/>
<b>Inspector</b>	<u>Kerry Kingston</u>	<b>Signature</b>	<hr/>
<b>Inspector</b>	<u>Sue Cledwyn-Davies</u>	<b>Signature</b>	<hr/>
<b>Inspector Pharmacy Inspector</b>	<u>Jill Chapman</u>	<b>Signature</b>	<hr/>
	<u>Lorna Somerville</u>	<b>Signature</b>	<hr/>
<b>Inspector</b>	<u>Sally Newman</u>	<b>Signature</b>	<hr/>
<b>Inspector</b>	<u>Nikhil Dave</u>	<b>Signature</b>	<hr/>
<b>Inspector</b>	<u>Bob Dawes</u>	<b>Signature</b>	<hr/>
<b>Locality Manager</b>	<u>Martin Thomas</u>	<b>Signature</b>	<hr/>
<b>BSPI</b>	<u>Jane Laing</u>	<b>Signature</b>	<hr/>
<b>BSPI</b>	<u>Stephen Bunney</u>	<b>Signature</b>	<hr/>
<b>BSPI</b>	<u>Paul Jones</u>	<b>Signature</b>	<hr/>
<b>BSPI</b>	<u>Robert Herringshaw</u>	<b>Signature</b>	<hr/>

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(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 this report relating to the Inspection conducted from 2<sup>nd</sup> to 6<sup>th</sup> February 2004 of Eton College and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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"/>

**Note:**

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

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

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

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I, Mr. A.R.M. Little of Eton College 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, Mr. A.R.M. Little, of Eton College 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.**