



Making Social Care
Better for People

inspection report

Boarding School

King`s School Junior

The Junior King`s School

Milner Court

Sturry

Canterbury

Kent

CT2 0AY

21st to 23rd February 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

King`s School Junior

Tel No:

01227 714000

Address

The Junior King`s School, Milner Court, Sturry, Canterbury,
Kent, CT2 0AY

Fax No:

Email Address

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

The Principal

Name of Head

CSCI Classification

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

Date of Inspection Visit		21st February 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mrs G Davis	076990
Name of CSCI Inspector	2	Mrs S Rodgers	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mr M Robinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR P WELLS	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of King`s School Junior.

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.

Junior King's School is a co-educational preparatory school for 279 children aged from seven to thirteen.

The boarding facility caters for up to seventy-three children, from the age of eight to thirteen in two boarding houses separated by gender situated within the main school building. The children are accommodated in dormitories of various sizes.

The school is part of the King's School foundation whose roots in the educational tradition go back to the sixth century and the arrival in Canterbury of St. Augustine. Founded in 1879 the Junior King's School was situated in the Cathedral precincts under the wing of the senior King's School. In 1929 the school moved to its present premises at Milner Court. The original sixteenth century manor house has been extended to provide spacious accommodation and the whole is set in eighty acres of land. A Tithe Barn and Oast offer spacious facilities for drama and other additions include a new dining hall and sports hall.

There is plenty of parking available set in an unobtrusive manner.

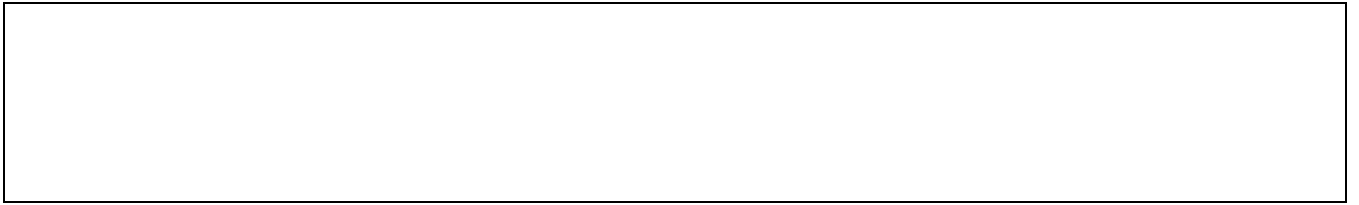
The Headmaster, Mr Peter Wells runs the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

1. The school provides good care for pupils on a day-to-day basis.
2. There is an outstanding quality of catering.
3. An effective and efficient dining arrangement, which allows unobtrusive monitoring of the pupils dietary intake.
4. The policies, procedures and records underpin good practice.
5. High staffing levels prevail in the boarding houses.
6. There is an excellent, well-motivated boarding team.
7. There are very good activities provided including weekend activities.
8. The boarding ethos reflects the philosophy of the headmaster and the senior team.
9. There is an excellent maintenance department.
10. There is excellent laundry and cleaning provision.
11. It offers well-maintained accommodation, which is attractive and homely.
12. There are excellent resources for leisure activities.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE



CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection was undertaken over three days by three inspectors. This was the first inspection undertaken by the Commission for Social Care Inspection, when the school was inspected according to the National Minimum Standards For Boarding Schools.

The school has met forty-eight of the fifty-two National Minimum Standards For Boarding Schools in full, twenty-two standards were exceeded. Four standards were not applicable to this establishment.

Parents of the boarders were invited to write to the commission with any comment they wished to make regarding the boarding facility at the school. At the time of writing the report the Inspectors had received four letters. Most were very satisfied overall with the boarding arrangements; the headmaster was given feedback on any comments, which provided constructive criticism.

All boarders completed a pupil questionnaire regarding boarding at the school. The content from those questionnaires has been included in the main body of the report.

Welfare and Policies.

The school's Prospectus is a true reflection of the ethos of the school and the inspectors were impressed by the obvious mutual regard between pupils and staff.

There was relatively no bullying reported, with good policies and procedures regarding this matter in place to assist both pupils and staff members.

There was appropriate training in place regarding Child Protection.

The school has all necessary policies and procedures as recommended by the National Minimum Standards and in particular an excellent Boarding Policy Handbook for staff members, which had been compiled by the Head of Boarding in conjunction with other members of the Senior Management Team.

Organisation and Management.

The Headmaster gives clear leadership.

Staff members and the pupils feel that members of the teaching and boarding house team are accessible, approachable and supportive.

A comprehensive crises management plan has been introduced.

There is an excellent range and choice of activities outside teaching time.

Pupils confirmed that they felt able to approach a wide variety of staff members for personal guidance or support.

Welfare Support to Boarders.

The school provides good welfare support to pupils. There are a number of avenues for pupils to access support including the introduction of external specialist support.

The nurse/s provide good health care and management of medication.

The inspectors noted that the food provision was of an excellent standard and plentiful.

Attention was paid to Health and Safety issues and the pupils demonstrated a good knowledge of emergency procedures.

Staff.

Staff members were enthusiastic and committed to their duties in the boarding sector of the school.

Staffing levels were satisfactory for the appropriate supervision of the boarders.

There are training opportunities for the house staff, which are appropriate to the role undertaken.

There are induction procedures for new staff members and appropriate security checks undertaken on recruitment.

Premises.

Generally the boarding accommodation was considered excellent with bright and comfortable dormitories and communal areas.

The bathroom fixtures and fittings provided were of a high standard.

There was a good security system in place, which included the identification of all visitors.

The grounds were well kept and attractive with appropriate risk assessments in place.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	

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

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

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

Date of Inspection	21/02/05
Time of Inspection	09.00
Duration of Inspection (hrs.)	75
Number of Inspector Days spent on site	9

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

**FRO
M**

8

TO

13

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

Boys	46
Girls	26
Total	72
Number of separate Boarding Houses	x

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

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
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"0" 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.

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

There is a clear boarding policy document for staff members that fulfils the requirements of the standard. It sets out its overall aims and objectives and it covers routines, rotas, and school policies. The Handbook for Staff and the Boarding Parents Guide contain information regarding other aspects of boarding life including the welfare support to the boarders, the facilities and activities available and religious and cultural policies.

The inspectors advised that specific boarding information should be provided to prospective boarders, and were informed by the headmaster that a boarding handbook for pupils (Boarder to Boarder) was to be developed for this purpose by the senior boarders in the coming term.

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
<p>There is a policy on countering bullying. It is available in the staff handbook but not in the parent's handbook. It has a suitable definition of bullying.</p> <p>Pupil questionnaires indicate that bullying is not a high concern and that when it does inevitably occur it is dealt with effectively.</p> <p>There was no evidence of inappropriate initiation ceremonies.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	77	%

Standard 3 (3.1 – 3.9) The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	3
<p>Kings' Junior School has an appropriate policy on child protection and response to allegations or suspicions of abuse. This appears consistent with the Local Area Child Protection Committee. In discussion with the headmaster and the delegated child protection lead for the school the inspectors were satisfied that appropriate action would be taken if an incident of a child protection nature were reported.</p> <p>All staff members interviewed stated that they had received recent child protection training on an Inset-training day.</p> <p>The inspectors evidenced that all staff members including ancillary were included on the training programme.</p> <p>There had been no recent child protection issue reported, however there is an appropriate book available in which to record any issues should they arise.</p> <p>There is a policy for searching and reporting any boarder missing from school.</p>		

Standard 4 (4.1 - 4.7)		
The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	4
<p>There was a policy document regarding discipline, punishments and rewards in the staff handbook.</p> <p>In the boarding policy document there was further guidance on discipline, rewards and sanctions with specific information about 'Star chart competition's for both boarding houses. Another competition being trialled in the boys' house was 'Fantasy Football' and involved free kicks, goals and hat tricks, yellow cards, red cards and match banns. The inspectors witnessed the evident fun that this system created.</p> <p>Pupils were rewarded for good behaviour. Achievements could be for personal or dormitory good conduct. There was also a school wide positive system for rewarding various good conduct and work.</p> <p>Sanctions given in school time were not continued into boarding time.</p> <p>Records of any sanctions given were appropriately maintained and the inspectors were able to evidence that a member of the senior staff team monitored these outcomes regularly.</p> <p>The Inspectors found no unacceptable punishments.</p>		

Standard 5 (5.1 - 5.7)		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The school has an appropriate complaint procedure accessible to parents, staff and boarders.</p> <p>All details of any complaint made to the school were filed on each individual child's record and the inspectors were able to evidence that all issues were dealt with in a timely and appropriate manner.</p> <p>There is a central record book maintained of any complaint made and the action taken to address the situation, which is monitored on a regular basis.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		X

Standard 6 (6.1 - 6.3)
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence	Standard met?	4
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There were policies and procedures in place to counter major risks to health.

Personal, social and health education was co-ordinated by the head of the department and delivered by Form Tutors through a structured age related programme in the academic side of the school.

There was a comprehensive programme to inform the pupils and to give them the opportunity to acquire skills, attitudes, qualities and knowledge associated with the process of growing up. The inspector was impressed by the commitment and enthusiasm of the programme coordinator.

Standard 7 (7.1 - 7.5)
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence	Standard met?	3
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Records seen by the inspectors demonstrated that appropriate records are maintained. Individual records are kept of relevant health and welfare needs including major allergies and notable medical conditions, relevant information is passed on to staff on a need to know basis.

Information is available to staff regarding contact details of parents and guardians. All staff members are aware of the need to respect the confidentiality of pupils.

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 Headmaster and his wife (Registrar) monitor all aspects of boarding. The Head of Boarding manages the practice and development of the boarding facilities. He works in close liaison with the Senior Housemistress and other members of the Boarding Staff team. All members of the team confirmed that they were well supported by the headmaster, the registrar, deputy head, head of boarding and other members of the staff team.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

4

The school had an effective crisis management document kept in various locations around the school. It was detailed in its content and available to all staff. During the course of the inspection the inspectors were able to observe how the school dealt with the crisis caused by heavy snowfall.

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

There are two boarding houses Kipling for boys and Jukes for girls. Within each boarding unit pupils were separated appropriately by age.

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
The school offers an excellent and diverse range of supervised activities to boarders and day pupils outside teaching time. There was a structured timetable of activities available, which evidenced opportunities for a variety of interests. There were equal comments from the children; some considering that there was plenty to do and others not enough.		

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
Pupils have the opportunity to contribute their views by a variety of meetings held weekly.		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
The school operates a system whereby there are dorm monitors with older pupils being encouraged to support the younger pupils i.e. reading duties, assisting younger pupils to adapt to boarding routines.		

Standard 14 (14.1 - 14.6) Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.		
Key Findings and Evidence	Standard met?	4
The pupil questionnaires indicated that pupils felt that they could speak with a number of staff, friends, family and other significant adults. There was information in the telephone booth on how to access help from outside listeners and other organisations. During the course of the inspection the inspectors noted that the interaction between both staff and pupils was relaxed, confident and appropriate.		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

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

Key Findings and Evidence	Standard met?	3
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Appropriate arrangements were in place to meet the health needs of the pupils. The school employs two nurses; both are Registered Nurses level 1.

Pupils were registered with the school's doctor who visits weekly. Should pupils need to see a doctor outside of surgery hours a member of the staff team would take them to the GP's surgery. The school nurse and three members of staff have first aid at work certificates.

Records are kept of the medication administered.

Dental and optical appointments could be arranged through the school should parents require this service.

All staff had been given instruction in the use of an EpiPen should a child with a known allergy have an anaphylactic reaction.

Written consent to administer first aid and medication has been sought from the parents.

Constructive criticisms following feedback from the parents survey were found to be unsubstantiated apart from one regarding poor communication that appeared to be an isolated incident.

Standard 16 (16.1 - 16.3)
Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence	Standard met?	3
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The medical centre can accommodate three pupils who may become ill at any one time. There are two single rooms both with one bed and a bed within the nurse's office. The nurse is in close proximity at all times and is available to monitor and assist pupils as required.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	4
<p>The inspectors noted that the boarding staff members were quick to identify emerging health issues, which were addressed appropriately.</p> <p>Significant health and personal problems are recorded as required. Welfare plans are put in place should a significant health or welfare problem arise. Information is cascaded to individual boarding staff where appropriate. The inspectors observed that monitoring of significant health needs were carried out in a discreet manner.</p>		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>The school had an equal opportunities policy, which demonstrated a commitment to equality for all with regard to any minority group.</p> <p>The school was very aware of the individual needs of pupils who don't quite fit in and took appropriate measures to integrate them into the school community.</p> <p>Access to the two boarding resources is limited to the able bodied, however it is understood that this will be addressed on completion of the proposed planned extension.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	4
<p>Boarders had full access to email and one telephone. Boarders have access to their own mobile telephones for an agreed period of time in the evenings.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	4
<p>The school operates a suitable system for holding and distributing pocket money and each boarder had been provided with two secure and accessible places to keep personal possessions and valuables.</p> <p>The school offers protection for the boarder's passports, travel documents and other valuable possession as required.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The children have a 'buddy' allocated on arrival to the school who will look after them for the first few weeks.</p> <p>A pupils' handbook is to be written this term by the senior boarders.</p> <p>The children reported that all of the staff members are very supportive of them during their time at the school but especially in their first few weeks.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
Not applicable.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
<p>The headmaster or a senior member of the school staff regularly monitors the schools records of risk assessments, punishments, complaints and accidents to identify any issues requiring action.</p>		

Standard 24 (24.1 - 24.8)

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

Key Findings and Evidence**Standard met?**

4

Recent changes to the catering arrangements have provided a high standard of cuisine. The layout of the self-service counters ensures that the pupils are able to help themselves to their chosen meal in a timely fashion and there are no long queues.

The food provided is exceptionally good with pupils being able to choose from a variety of dishes, which included several healthy options. Fresh salads, portions of fresh fruits and homemade yoghurt were available at both the midday meal and supper.

At breakfast, a large variety of options, which included fruit, yogurt, croissant and a cooked breakfast were available.

The catering staff were aware of the special dietary needs of pupils and had received appropriate training in first aid issues. Food hygiene training is offered on a regular basis to all kitchen staff.

The most recent EHO report was in early 04 and highlighted some minor decorative repairs, most of which have now been completed.

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?**

4

Water fountains vending fresh cold water are strategically placed on each floor of the boarding accommodation, both floors were provided with a fully equipped kitchen for the use of the boarders. These were well utilised by the older pupils and the younger pupils with supervision. Snacks are readily available to all boarders.

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

Key Findings and Evidence	Standard met?	3
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Records indicated that the fire alarm and equipment were serviced regularly and that fire drills were carried out in boarding time. The pupils confirmed that they were aware of the correct procedure if the fire bell rang and the inspectors were able to evidence that fire drills took place regularly at irregular times.

There were fire notices displayed in all areas of the boarding accommodation.

Standard 27 (27.1 - 27.3)
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	9
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Not applicable

Standard 28 (28.1 - 28.2)
The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence	Standard met?	9
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Not applicable.

Standard 29 (29.1 - 29.6)

Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence**Standard met?****4**

Inspectors were able to examine a file of risk assessments for a variety of activities and these were noted to be detailed and monitored.

Parental permission for participation in all activities had been obtained.

It was confirmed that all personnel used as instructors were appropriately qualified and all security checks had been carried out.

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

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

The pupils had access to a number of national newspapers. They had very good access to email and access to TV and radio for the news and current affairs.

There were opportunities to access activities both locally and in the wider community.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence	Standard met?	3
<p>There is a dedicated boarding staff team of both genders comprising of the Head of Boarding who with his wife is a Houseparent of Kipling House, the Jukes Housemistress and a number of House Tutors. Further support staff members are a Senior Matron and her Assistants and six Gap Students.</p>		
<p>Together they provide a satisfactory level of staff supervision of boarders at all times.</p>		

Standard 32 (32.1 - 32.5)
Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence	Standard met?	3
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Risk assessments are carried out which identify adequate staffing levels when leaving the school site.

Gap students are not left in sole charge of the children.

Appropriate arrangements are in place to ensure that boarders have access to the housemistress/housemaster or another member of staff deputising on their behalf at all times.

A suitable number of staff members accompany children on residential trips.

Standard 33 (33.1 - 33.5)
Staff should be present, and accessible to boarders as necessary, in each boarding house at night.

Key Findings and Evidence	Standard met?	4
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There is good coverage of staff sleeping at night in all of the boarding provision.

There are bells for the boarders to ring if they need assistance in the night. Pupils confirmed that if they needed help in the night it was always easy to contact the tutor on duty.

Standard 34 (34.1 - 34.7)
All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.

Key Findings and Evidence	Standard met?	3
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All of the staff members had clear job descriptions, which were reinforced by induction training where they would shadow a regular member of staff until they were confident in the procedures and the expectations of the post.

Training was available and encouraged.

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	4
<p>There was a general staff handbook and a boarding policy document covering all of the requirements of this standard. The Boarding Staff Handbook was found to be comprehensive and written in accessible manner providing useful guidance for boarding staff members.</p> <p>A staff induction programme was in place.</p> <p>A copy of the staff handbook and policy document file was contained in the staff room.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>The staff/ boarder relationships were observed to be relaxed and confident.</p> <p>The pupils confirmed that they felt able to approach any number of staff with concerns.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	4
<p>The staff members were observed to have a good knock and enter policy. The pupils confirmed that the staff avoided intruding unnecessarily on their privacy.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	3
<p>An appropriate and robust recruitment procedure is in place. There is a satisfactory system for carrying out Criminal Records Bureau checks on all persons who come into unsupervised access to pupils.</p>		

Standard 39 (39.1 - 39.4)

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

Key Findings and Evidence

Standard met?

3

There is a visitors signing in system and any outside contractors are required to report to the bursar before commencing work.

The school staff members were aware that contractors should be supervised during their visit if the company they work for has not carried out appropriate security checks including Criminal Records Bureau on their personnel.

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

Both boarding facilities were found to be appropriately lit, suitably furnished, well maintained and there was a high standard of cleanliness throughout. Staff members confirmed that any minor maintenance requirement was immediately carried out. There were some difficulties with the central heating and some pupils reported that they were too hot and others too cold but the inspectors were satisfied that the Headmaster was aware and addressing this issue. The accommodation is unsuitable for any pupil with some disabilities relating to mobility

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

4

The buildings felt secure with most doors being locked with a touch pad entry lock and a system for locking up the buildings at night was in place. The boarding areas could only be accessed by those in possession of the door entry codes.

The boarding accommodation was reserved for the sole use of the boarders.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	4
<p>The sleeping accommodation was cheerfully decorated and appropriately furnished in a modern and attractive style. There was adequate space for boarders to change comfortably and plenty of storage space for each individual. The boarders were able to personalise an area of their dormitory with posters and personal items providing an attractive and homely environment.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Suitable facilities are available to boarders within the main school accommodation.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	4
<p>There are an adequate number of toilet and washing facilities readily accessible to boarders with appropriate privacy. Significant effort has been made to provide bathrooms that are domestic in appearance and feel and the inspectors considered that it would be a pleasure to use them.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>The boarders are provided with adequate changing facilities for use by day but it was considered by the inspectors that there was room for improvement.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	4
Boarders have access to a wide range and choice of safe recreational areas, both indoors and outdoors, including provision for quiet relaxation and quiet activities. Boarders have access to the boarding areas at any time outside school time.		

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?	4
<p>The school has a robust system for checking facilities for safety hazards and a responsive maintenance department that responds to requests within short notice.</p> <p>Windows had effective restrictors.</p> <p>The boarders were aware of the school boundaries.</p> <p>All staff member's have access to a copy of the staff handbook, which contained a copy of the Health and Safety Policy.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
Suitable accommodation was available for the separate care of boarders who were ill. See Standard 16.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	4
Excellent laundry provision is made for boarders clothing and bedding.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
There were satisfactory arrangements in place to ensure that the boarders were able to obtain minor necessary personal and stationary items whilst accommodated at school.		

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

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The school makes all possible checks to ensure this standard is met.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lead Inspector

Mrs G Davis

Signature

G Davis

Date

7 March 2005

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

We would welcome comments on the content of this report relating to the Inspection conducted on 21, 22 and 23 February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

I confirm that the contents of this report are accurate.

We were very happy with the content of the report which seemed a fair account of the standards to be found at the Junior King's School. The school would wish to thank the inspectors for all their work. They were very easy and positive in their approach, whilst also thorough and searching in their examination of the 52 Standards. The school community felt this inspection report was helpful in its affirmation of the good work being done.

Action taken by the CSCI 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 Peter Maltus Wells of The Junior King's School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name PETER MALTUS WELLS
Signature Signed
Designation HEADMASTER
Date 11th April 2005

Or

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

Print Name _____
Signature _____
Designation _____
Date _____

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

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