

# Royal Alexandra & Albert School (The)

Inspection report for boarding school

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<b>Inspector</b>	Mike Stapley / Margaret Lynes
<b>Type of Inspection</b>	Key

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## Service information

### Brief description of the service

The Royal Alexandra and Albert School is set in a rural area of Redhill within a large estate. The school provides residential care for pupils from seven to 18 years in a range of boarding accommodation. Education for the most senior boarding pupils is provided in conjunction with a local college. There is a wide range of facilities provided including a gym, riding school and swimming pool.

### Summary

The inspection took place over the course of three on site inspection days, preceded by a pre planning meeting and student survey. The inspection team comprised of two inspectors from Ofsted. This inspection focused on specific standards aimed at assessing the welfare of the students who are boarding at the school. Information on which to assess the school's performance was gathered in a variety of ways. These included the examination of documentary information that was supplied by the college, discussions with students in small groups, student guided tours of the boarding houses and recreational areas, as well as discussions with the headmaster and a wide range of school staff. The senior management team at the college have a wealth of knowledge and experience to support the staff and students at the school. The school is effective at ensuring that the students who board receive the appropriate support from staff to help them achieve progress, both academic and personal. The staff team are good with updating all of the relevant information needed to make students' time at the school a success. The staff team work effectively at gaining the trust of the students and advocate for them. There are a number of key areas that require improvement. There are some concerns that although the recruitment procedure for staff has improved this should be overseen by one person and all records kept in one place to ensure continuity. There were some minor shortfalls with regard to the process of recruitment in that some of the staff references had not been verified. There were concerns expressed by the students regarding the quantity of food they received and these issues were also raised by many of the students in the questionnaires received by the inspectors. However overall the inspectors found the food to be nutritious and appealing with a wide range of choice available. The décor in the boarding houses was found to be of a very high standard although there were concerns expressed by sixth form students that they had to share accommodation. There were some concerns expressed by non teaching staff at the lack of organised training. Staff commented that training was not advertised and the majority of staff wanted a clear and planned programme of training. One of the key issues expressed by the students at the school was their lack of consultation. While there is a school council and food committee students generally felt they lacked a voice. In discussion with senior management it was agreed the school would review the number of times the school council meet and ensure young people are consulted with regard to the quantity and choice of meals available. Overall the school is warm and very welcoming and the students generally were very supportive of the school and its ethos. The school continues to provide the students with high standards of pastoral care and education.

The overall quality rating is good.

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

## Improvements since the last inspection

It was felt that the school had taken positive action to rectify all of the recommendations that were made at the last National Care Standards Commission Inspection. Improvements had taken place with regards to Child Protection, Staff Training and Anti Bullying Policies. Improvement had taken place in consultation with the young people and there were good risk assessments in place. There was a clear understanding of the principles of social care and good policies and procedures in place.

## Helping children to be healthy

The provision is good.

The school has a comprehensive personal, social and health education programme. This is incorporated into the citizenship programme of which there is one for each year. Topics covered include personal hygiene, emotional changes, healthy eating, exercise and rest, smoking, alcohol, body changes, children's rights, stereotypes and discrimination, drugs and medicine, contraception, human reproduction, getting involved, debating, budgeting and saving, banking and civic duty. Individual files are maintained for each boarder. These contain any relevant information pertaining to the health, education or social care needs of the child. The information is then shared with the relevant department within the school. The records include identification of the person with parental responsibility for the boarder, contact details for parents and other emergency contact details. Significant information relating to health needs is maintained in the health centre. This includes any known drug reactions, allergies and notable medical conditions. The school has a recently refurbished health centre, which is staffed by qualified nurses during the day, and by on call staff at night. A local GP visits on a weekly basis, and although most of the pupils are registered with the local surgery, pupils can keep their own GP if it is feasible to do so. Boarders can either access the GP during the weekly visit, or make an appointment to see them at their surgery. Staff would usually accompany a boarder to an off-site appointment. Parents are encouraged to arrange dental and optical checkups during the school holidays but the school will try to facilitate this if necessary. All parents and/or guardians are asked to complete a detailed health questionnaire prior to a new boarder joining the school. This form includes information relating to allergies, previous medical history, current medication and the giving of parental consent to the school staff allowing them to agree to vaccinations and emergency medical treatment should the need arise. The school does not have a formal system in place to send out a repeat questionnaire to parents on an annual basis, albeit parents are reminded in the school newsletter that they need to advise the school of any medical changes affecting their children. Each boarder has a medical file and should they be given any medication this is recorded on a specific medication administration record. Boarding houses are permitted to keep paracetamol on site, and there is a clear written protocol for its use. In spite of this, not every house was fully aware of the correct procedure. There is close liaison between the houses and the health centre so as to ensure that a boarder does not inadvertently receive more than the recommended dose of this drug. Boarders are permitted to self medicate, depending on the medication, their age and their level of responsibility. If they are permitted to keep their own medication then they are expected to ensure that it is securely locked in their own cabinet in their bedroom. The senior nurse confirmed that this was monitored and any deviation from this strict rule may result in the boarder losing the self medicating privilege. A number of medical files were examined and found to be in order. The centre maintains a drugs in/out record book, and controlled drugs were being appropriately stored. It was observed that most of the medication cabinets were left unlocked while staff were in the office. If they

left, then there did not appear to be a clear policy on locking not only the office door but also each medication cabinet. Boarding house staff commented that there was good communication between the health centre and the houses and if there was a boarder with a specific health issue, the centre always made them aware of it. Meals are provided by an external catering company. Boarders are able to choose from a variety of dishes at main meals including a vegetarian choice. Boarders' views about the food were mixed. Most agreed that the quality was usually good, as was the choice, but the majority felt that the portion sizes were too small. This was observed to be the case during the course of the inspection. Although boarding staff were of the view that if a boarder requested additional food in the dining room it would be given, this was not in evidence. Boarders were also very vocal in their unhappiness at recently imposed food guidelines. These guidelines had led to the withdrawal of, for example, sausages at breakfast, the availability of butter or similar spread at lunchtime, and the provision of squash or fruit juice. Boarders commented that much was made of the importance of breakfast, yet their choice had been greatly reduced due to the aforementioned changes. While there is no doubt that there is a necessity for clear guidelines with regard to the food provision for children, this must be taken in the appropriate context. It is difficult to see how the new guidelines are appropriate to boarding schools. A number of boarders raised concerns about the thoroughness of the washing of the crockery and cutlery. Several items of cutlery were found to be poorly cleaned by one of the inspection team members. The catering manager provided a tour of the kitchen area and food storage rooms. There was clear indication that most of the food was freshly prepared for each meal. Boarders are ostensibly consulted as to menu content, through a food council. The majority of boarders spoken with were either unaware of this council, or were not of the view that they had the opportunity to contribute to it. Although the caterers were clear about the need to provide specific meals for those boarders with special dietary needs, the boarders themselves were not of the view that they were well catered for in this respect. Concerns were raised at the lack of knowledge about, and labelling of, meals that contained nuts or had been prepared in the same area as food containing nuts. Comments were also made about the lack of alternatives for those with lactose or wheat intolerance. In order to provide for boarders from a variety of cultures and indeed countries, the caterers have expanded their menu to include traditional dishes from different ethnic groups. They also hold theme nights which celebrate the foods of different countries.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Boarders are well protected from bullying. The implementation of sound and robust policies and procedures, for example the policy on cyber bullying, ensures issues are quickly spotted and appropriately dealt with. Pupils and staff gave numerous examples of such instances; these were borne out through written records. The policies and procedures relating to child protection are in line with the National Minimum Standards. The lead Child Protection Officer for the school has a copy of 'Working Together to Safeguard Children 2006' and procedures of the Local Safeguarding Board. It was noted that the school had not reported one incident to Ofsted within 24 hours as laid down in Standard 3.2. The school were not clear that following the transfer of children's services from Commission Social Care Inspection to Ofsted that they still had to report such matters. The school has a second Designated Child Protection Officer and four other trained Child Protection Lead Officer's (CPLO's). Although this is to be commended the lead Child Protection Officer would like to see them become more involved in Child Protection matters. All staff including gap students at the school undertake Child Protection training as part of their induction which is regularly updated. All staff sign to confirm that they

have received such training on their induction record. All staff interviewed during the course of this inspection were conversant with the school's own child protection procedures. All newly admitted children plus those admitted to year seven undertake a session with the lead Child Protection Officer about 'Staying Safe'. All staff are issued with a 'credit card' sized information card that gives all the key details of the procedure that is to be followed in the event of a disclosure being made to anyone of them. The method of electronically recording all instances of sanctioning and disciplinary measures used ensures this information is swiftly forwarded to the Master of Discipline. It is his delegated responsibility to monitor and audit all such incidents on a weekly and monthly basis. This promotes fairness and consistency of the methods being used and also allows him to spot trends or patterns and any causes for concern. The system allows for 'academic' and 'disciplinary' detentions to be clearly noted, so as to identify where a student's difficulties may lie, for example within the classroom or boarding house. The use of disciplinary measures is made clear within handbooks for staff, pupils and their parents. The school works hard to ensure that parents work in partnership with them. School prefects including the head of each house are not permitted to use any form of sanctions whatsoever. Prefects act as 'role models' and 'ambassadors' for younger pupils within the houses and school. Although sixth formers commented that they do on occasions not feel part of the school as they attend a local sixth form college they do work within the school boarding houses. They are invited to apply to work in the boarding houses, are interviewed and given induction by the Head of Boarding. They are paid a salary for undertaking this work in addition to now receiving holiday pay. This innovative practice clearly gives sixth formers responsibility prior to leaving the school. In addition it does keep them involved with school life and they are paid for working where they live. The school has also implemented a 'buddy programme' where by existing boarders are allocated to newcomers to ensure they readily settle into their new environment. Those boarders spoken to were extremely positive about this aspect of boarding. Boarders confirmed that any issues or concerns they have are usually dealt with at an informal stage by the staff. This is reinforced by the open door policy of the head and senior management team. A clear formal complaints procedure is available to boarders and their parents if they are unable to resolve the matter informally. The policy is clear about the initial receipt of a complaint from a parent or third party, in terms of who will investigate and then subsequently if it fails to be resolved. Parents and pupils are also made aware of how to contact external agencies if they remain dissatisfied. Sufficient policies and procedures were in place to protect boarders' privacy. These were being implemented in practice. The standard of shower facilities within the houses was reasonable although some mould was noted in the showers in the sixth form house. This was due to the lack of appropriate ventilation. Arrangements were made during the course of this inspection for this work to be undertaken. There is rigorous selection and vetting of staff who work with the young people, however some staff files lacked all the required paperwork. For example no phone confirmation of references were seen and one staff file had no identity check. All staff, save for two had checks through the Criminal Records Bureau (CRB). The two who did not have a CRB check were newly qualified teachers. The school had undertaken a list 99 check and risk assessment which precluded any one to one contact with young people prior to the school receiving the CRB check for the said teachers. While CRB checks for those adults living on the campus had also been completed one appeared not to have had the required checks. The gap students that the school used had completed all the necessary checks prior to them coming to the school although one did not have a 'certificate of good conduct'. Staff at the school are employed by Surrey County Council and/or the Schools Foundation. The present arrangement is for files to be kept in two different locations; the school office and the foundation office. It would be prudent for all staff personnel files to be held in one location

for ease of reference. The school has an integrated fire detection system, although each house has its own alarm system. As soon as possible at the start of each term a fire drill is carried out. Boarders are also subject to a night-time fire drill each term. Records showed the Gloucester House had a night-time fire drill at just past midnight on 5 September 2007 and all students were evacuated in just under four minutes. Advice is taken from the Surrey Fire and Rescue Service, and they visit periodically. The last visit was on 13 February 2007 and there were no requirements from that inspection. The boarders demonstrate a good awareness of the fire drill, and confirmed that the fire alarms are tested regularly. Boarders in each of the houses are shown what to do in the event of the fire alarm being activated and are aware of the escape route from their particular house. Pupils are drilled to use the appropriate exits in each of the respective houses and proper fire alarm test, drill and alarm activation records are kept. Boarders' safety and welfare are protected during potential high risk activities. The school closely follows the County Council guidelines for educational trips. Any trips which involve overnight stays are thoroughly assessed beforehand, and a member of staff will visit the intended accommodation to ensure it meets the required standard. Risk assessments will be drawn up before every excursion or activity. If these are regular occurrences then staff will incorporate the risk assessment into the normal operating procedures so that they do not have to be reproduced each time that activity, such as an away football match, is undertaken. Although restrictors are fitted to the first floor bedrooms windows it was still possible to open some of them to the extent that a young person would be able to slip through. This needs to be rectified. Innovative use is made of the hot water pipes in each house. These have been left exposed in one room in each house and clothes hooks fitted to them. This then serves as a drying room. The pipes can become extremely hot and it would be prudent to have a warning sign to this effect on display. Younger boarders stated that the drinking fountain in the junior playground was not working properly. The school does take all reasonable steps to ensure the safety of students given the size and nature of the site. The school does have a security guard to monitor the site between 17:00 and 22:30/23:00 in addition to CCTV. The later is designed as a deterrent and to prevent possible intruders. In addition it does act as a deterrent to counteract bullying. In addition over 100 adults live on the school site so in reality there is always an adult present. The school does not make any formal guardianship arrangements on behalf of parents. Therefore this standard is not applicable.

## **Helping children achieve well and enjoy what they do**

The provision is good.

The school provides an impressive range of activities for the boarders. These include horse riding, with the school having its own stables, basketball, football, bowls, fishing, trampoline, rugby, table tennis, drama, dance, kayaking and aqua sports. Less physical activities include drama, science club, cookery club, choir, arts and crafts, debating and language clubs. A new programme has been introduced this term which involves all of the younger boarders choosing an activity to do for one hour after school each day. This has proved popular, although too extensive, as the boarders are left with little free time. The programme is therefore going to be scaled down slightly. Nevertheless, all of the boarders spoken with were enthusiastic about the choice of activities available. In addition to the aforementioned stables, the school has its own swimming pool, undercover court, a fishing lake, ample football and rugby pitches, a cricket pitch with a new pavilion, a small fitness and weights room and a sports hall. Each of the boarding houses has a large common room. These were all organised so as to provide small group areas where boarders could partake in different activities. These included table tennis, table football, internet access and television. Appropriate safeguards are in place to prevent



inappropriate use of the internet. The majority of boarders spoken with were satisfied that there were a number of people that they could turn to if they had a problem or wished to confide in someone. These people could be any member of the staff team and were not confined to the boarding house to which the pupil was designated. Boarders could also turn to one of the Peer Listeners – fellow boarders who had received specific training in this area. New Boarders are provided with a ‘buddy’ who shows them where to go for lessons and the day to day routines of the school. The chaplain meets on a weekly basis with several other colleagues to discuss any concerns about any of the boarders, and to review the pastoral care provided. An external counsellor is provided but boarders can only access this service through a referral from the health centre. There are also two specific individuals, outside of the boarding or teaching staff, whom the boarders can approach directly about personal problems or concerns at school. Boarders did not seem to be aware of these individuals and it is suggested that their function and availability needs to be widely advertised. A number of measures are taken to try to ensure that no boarder experiences inappropriate discrimination. There are a number of minority groups in the school, and care is taken when allocating boarding houses. The school has identified that some boarders may need additional support, such as with the English language, to help them integrate into the school community. The school has also identified the need for greater diversity in the cuisine provided, and new items, such as jerk chicken, have been added to the menu. There has been a recent reorganisation of the boarding houses, and junior, middle and senior schools have been created. This means that boarders of a similar age and with similar interests are now roomed together. This has proved beneficial. There was evidence of good support for boarders who had some form of special needs and who might find fitting into the school, house or their peer group difficult.

### **Helping children make a positive contribution**

The provision is good.

The boarders had mixed views about the various councils that were in operation in the school. Mention has already been made of the food council, and most boarders’ opinion that they were not able to contribute to it. Similar comments were also received about the school council. Boarders were generally aware that it existed but did not know how to access it. Weekly assemblies are held in each house, with specific boarding house meetings as and when needed. The latter meetings are specifically for the boarders as opposed to all members of the house, which includes the day pupils. Each boarder is given a Guide to Gatton, which includes the complaints procedure. Boarders appeared to be aware of both their right to complain and the ways in which they could do so. Each house has a comments box into which boarders can, anonymously if they so wish, place complaints, comments or suggestions. Each house is fitted with a payphone. Boarding staff also have a hands free phone so that they can, if necessary, pass calls from parents through to boarders. The reality, in today’s modern society, is that the majority of the boarders have their own mobile phones. There are clear house rules regarding the use of phones during school hours and after curfew. Although one of the junior boarders was unhappy that they could not have their phone during the night, it was generally accepted by the boarders that the rules were fair. None of the boarders expressed concerns regarding contacting their parents.

### **Achieving economic wellbeing**

The provision is good.

All students have a lockable area for personal possessions and rules are clear about bringing in large amounts of money or valuable personal possessions; this is actively discouraged. Each house has a separate bank account into which boarders can deposit money and collect it from their housemaster/mistress as and when the need arises. Many of the older students tend to have their own bank accounts and manage their own finances. The use of CCTV has improved security and boarders are generally not worried about their personal safety or security. During the course of the inspection the inspectors were accompanied by students from each house when touring the boarding accommodation. All of the boarding houses were found to be acceptably clean, facilities are generally of a reasonable standard and furnishings are of good quality. Like in any boarding school the boarding houses and furnishings suffer from wear and tear, however overall the facilities for the students could be described as 'better than average'. The school has a robust programme of refurbishment and development which was evidenced during visits to the various houses. Each of the houses was found to be well heated and lit at the time of the inspection. All of the sixth form students are accommodated in Gatton Hall which is a separate listed building. This house is where students end their days at the school. The house is so designed that students begin to accept far greater responsibility than in the other houses and parts of it have recently been refurbished. However of major concern to the students and to the inspectors was the lack of single bedrooms. Most of the students have to share bedrooms with some dormitory style bedrooms being shared by up to four students. Clearly this is unsatisfactory given the age of the students. However there has been an influx into the sixth form this September and given that Gatton Hall is a listed building it is difficult to make major adaptations. Students complained about a lack of electrical sockets within their bedrooms and the inspector noted a number of 'trailing leads' and sockets that appeared to be overloaded. The major concern for sixth formers was that they did not really feel part of the school or community. The school does not, at present have a sixth form and students attend a local sixth form college. Students commented that the head boy and girl along with prefects are appointed from year 11. Students also spoke about lack of consultation, although they are able to raise issues regarding food through the food council. It is recommended that these meetings take place monthly as opposed to every half term to ensure greater input from all parties. In addition it is suggested that school council meetings are also held monthly and that the school look at ways of involving the sixth form to a greater degree. Despite the adverse comments and lack of individual bedrooms for the sixth formers they generally felt that the school offered excellent facilities and had given them opportunities they would not have gained elsewhere. The overview of other students throughout the school was that they were generally very happy living in their respective houses and most of them spoke highly of the house system. The inspectors noted that there is sufficient toilet and washing facilities as laid down in Standard 44. However there were a number of comments received from sixth form students about the lack of shower facilities for all young people. The inspectors are mindful that young people do not wish to wait to have a shower or use other bathing facilities. However this is part of communal living and in a discussion with the inspectors about the National Minimum Standards it was evident that the school has ample shower and bathing facilities. All students who board at the school have suitable facilities for changing by day. The school has excellent sporting facilities and a well equipped gym. There are suitable changing facilities for the students to use when changing for games and other sports. All students who board at the school can make use of the school shop to purchase personal items or stationery. In addition students can access local shops in Reigate. No pupils of the school are boarding in lodgings and therefore standard 51 does not apply.

## Organisation

The organisation is good.

Royal Alexander and Albert School is a state boarding school and has a strong Christian ethos but does welcome students with alternative religious, ethnic and cultural backgrounds. The school has a suitable statement of boarding principles and practice that is available to parents, boarders and staff. This is contained in the school prospectus and the parents' handbook. The parents' and staff handbooks are updated on an annual basis. Both of these documents cover the aims, admission criteria, and facilities on offer at the school and welfare support services to support students. The principles and practice of Royal Alexander and Albert School is also contained in other documents such as pupils guide. These documents relate well to policies and procedures and accurately reflect practice within the school. They are professionally produced and through observation, discussion and interview the inspectors were satisfied that this Standard is exceeded. The school achieves its intentions as set out in these documents and has a solid foundation on which practice takes place. The senior management team within the school were all interviewed by the inspectors during the course of this inspection. All presented as being clear about their roles and responsibilities within the school. They are all very experienced in their own right and are passionate about working with young people. The senior housemaster is responsible for pastoral care within the school while the deputy head has overall responsibility for discipline. House staff spoken to had a clear understanding of the responsibilities of the management team. In addition staff spoken to knew who was responsible for Child Protection matters within the school. The roles of the senior management team and other staff are all contained in the staff handbook and the 'Gatton Guide and Prep Diary' The school has not had to face any major crises for a considerable time. There are well formulated policies and procedures in place regarding pupil welfare, accidents and fire, to name but a few. In conversations that were held with boarders, it is evident that there is a good understanding of what to do in the event of fire and who to contact in case of any other kind of emergency. The school benefits from nine separate boarding houses; one house for junior boys and girls, three for girls, four for boys and Gatton Hall which is a separate listed building for students in the sixth form. The houses are large and comprise a combination of shared study bedrooms for between two and four students in the sixth form to shared accommodation for other students at the school. The sleeping accommodation in the mixed junior house is quite separate for boys and girls. The general provision of boarding accommodation at the school is excellent, however while students in the sixth form do have privilege of living in a listed building overlooking a lake they do for the most part have to share study bedrooms. All the school's boarding houses have well established communal leisure areas, a television area and computer area. Each house has a kitchen where light snacks can be prepared according to age and maturity. A light supper is prepared in the boarding house kitchen for all young people every evening. The school has a rolling programme of refurbishment and during the last five years all of the houses have been refurbished. All of the houses have private showers with power shower units. Each house has a laundry facility that is overseen by the house matron although older boarders are encouraged to do their own laundry. The school changing rooms have recently been refurbished and these provide adequate changing facilities when Boarders are at school. However all main games sessions are timetabled for the afternoon session of school and boarders will normally change, through their choice, in the privacy of their study bedrooms. Further reference is made to the boarding house accommodation in the Economic Wellbeing section of this report. The focal point for monitoring of behaviour and any welfare concerns in respect of boarding pupils remains with the housemaster/mistress. The housemaster/mistress maintains records in respect

of the boarding pupils behaviour, punishments and academic performance. The school has very thorough health and safety policies including risk assessments for activities and outings. Responsibility for monitoring twice a term, the records of risk assessments, major punishments, complaints or accidents are divided between the senior management team depending on the area that is being monitored. As an example, the deputy head is responsible for monitoring major punishments while the lead child protection officer maintains a constant awareness of child protection matters at the school. There is a duty rota in relation to the supervision of boarders outside of teaching time. This duty is shared amongst the housemasters/mistresses, house tutors, matron and other resident staff. The staffing arrangements within the boarding houses ensure that there are always three or four members of staff on duty in the junior boarding house, a minimum of two members of staff on duty at all times in the middle boarding houses, two members of staff on duty at key times in the senior houses and at least one member of staff on duty at all times in the sixth form house. In addition sixth form students are encouraged to undertake paid work within the houses and this helps to maintain above average supervision of the boarders. At night time there is always a designated member of staff on duty in each boarding house and this is clearly indicated in each house and known to all boarders. At all times there is an adult available for boarders to contact. Again, in conversation, the boarders themselves were clear about how to find a member of staff outside of school hours. The inspectors are of the view that the level of supervision continues to be good. There is a signing in and out system for boarders, so that staff can keep track of them at all times. There are clear guidelines about who can leave the school premises and when. When boarders are returning home for holidays or returning to the school at the end of holidays, they are expected to have provided clear travel arrangements. Staff have access to various courses, in boarding practice, run by the Boarding School Association. These courses, along with other internally and externally run courses have been made more accessible to boarding house staff as well as other staff where relevant at the school. It is also positive to note that the school has excellent support systems for students that range from housemasters/housemistresses, tutors, senior tutor(pastoral), the school chaplain, staff at the health centre, to pupil support in the form of the peer listener structure.

## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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### Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- implement a system so that staff monitor the food portion size given to boarders at mealtimes. (NMS 24)
- implement a system to ensure catering staff are aware of specific dietary needs of all students and are catered for – such as the provision of alternatives to foods that contain dairy produces or wheat. (NMS 24)

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- ensure catering staff appropriately label all food containing nuts or prepared/stored in the close proximity to foods that contain nuts. (NMS 24)
  - ensure an improvement is made in the crockery and cutlery washing process. (NMS 24)
  - consider asking parents/guardians to complete a health questionnaire for their child on an annual basis. (NMS 15)
  - ensure health centre staff implement a clear policy regarding the locking of all cabinets containing medication when the office is left unattended. (NMS 15)
  - ensure that all bedroom windows above the ground floor have suitable restrictors fitted. (NMS 47)
  - ensure that warning signs are fixed to the hot pipes in each of the boarding houses drying rooms. (NMS 47)
  - consider replacing any heavily stained bedroom carpets. (NMS 47)
  - ensure that all drinking fountains are functioning correctly. (NMS 47)
  - ensure that the recruitment process is in line with Standard 38 and that all pre employment checks are carried out prior to commencement of employment. (NMS 38)
  - should consider additional hours for the two independant counsellors and ensure they both meet on a regular basis with a senior member of the schools management team. (NMS 12)
  - ensure that the school better promotes its school and food councils so that all boarders are aware of their function and how to effectively access them. (NMS 12)
  - ensure that the school better promotes the independent persons to whom boarders can turn to if they have a problem, so that all boarders are aware of their function and how to access them. (NMS 14)
  - ensure that all boarding staff receive training appropriate for their role and are offered opportunities for continuing training in boarding. (NMS 34)

## Annex

## Annex A

### National Minimum Standards for boarding school

#### Being healthy

The intended outcomes for these standards are:

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

**Ofsted considers 6 and 15 the key standards to be inspected.**

#### Staying safe

The intended outcomes for these standards are:

- boarders are protected from bullying (NMS 2)
- boarders are protected from abuse (NMS 3)
- use of discipline with boarders is fair and appropriate (NMS 4)
- boarders' complaints are responded to appropriately (NMS 5)
- the operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- boarders' welfare is protected in any appointment of educational guardians by the school (NMS 22)
- boarders are protected from the risk of fire (NMS 26)
- the welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school (NMS 28)
- boarders' safety and welfare are protected during high risk activities (NMS 29)
- boarders' personal privacy is respected (NMS 37)
- there is vigorous selection and vetting of all staff and volunteers working with boarders (NMS 38)
- boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

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

#### Enjoying and achieving

The intended outcomes for these standards are:

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

**Ofsted considers 14 and 18 the key standards to be inspected.**

**Annex A**

## **Making a positive contribution**

**The intended outcomes for these standards are:**

- boarders are enabled to contribute to the operation of boarding in the school (NMS 12)
- boarders receive personal support from staff (NMS 14)
- boarders can maintain private contact with their parents and families (NMS 19)
- new boarders are introduced to the school's procedures and operation, and are enabled to settle in (NMS 21)
- boarders have appropriate access to information and facilities outside the school (NMS 30)
- there are sound relationships between staff and boarders (NMS 36)

**Ofsted considers 12 and 19 the key standards to be inspected.**

## **Achieving economic well-being**

**The intended outcomes for these standards are:**

- boarders' possessions and money are protected (NMS 20)
- boarders are provided with satisfactory accommodation (NMS 40)
- boarders have satisfactory sleeping accommodation (NMS 42)
- boarders have adequate private toilet and washing facilities (NMS 44)
- boarders have satisfactory provision for changing by day (NMS 45)
- boarders can obtain personal requisites while accommodated at school (NMS 50)

**Ofsted considers 51 the key standard to be inspected.**

## **Organisation**

**The intended outcomes for these standards are:**

- a suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- there is clear leadership of boarding in the school (NMS 8)
- crises affecting boarders' welfare are managed effectively (NMS 9)
- the school's organisation of boarding contributes to boarders' welfare (NMS 10)
- risk assessment and school record-keeping contribute to boarders' welfare (NMS 23)
- boarders are supervised adequately by staff (NMS 31)
- staff exercise appropriate supervision of boarders leaving the school site (NMS 32)
- boarders are adequately supervised at night (NMS 33)
- boarders are looked after by staff which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

**Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.**