

Kings College School

Inspection report for boarding school

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Inspector	Lindsey Blickem
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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

King's College School is situated in the heart of Cambridge. The boarding accommodation is within the main school building providing space for up to 40 male boarders. There are 38 boarders in total and approximately half of these are choristers, the vast majority of boarders participated in the inspection and completed a pupil survey. The boarding house consists of seven shared dormitories. The Housemaster resides on the school site and the school's Matrons share sleep-in duties. There are three other resident staff and three resident gap students. The Headmaster lives in the house adjacent to the school. Boarders have access to a range of indoor and outdoor activity areas on the school site.

Summary

At this full inspection, all key standards were inspected. This is an outstanding service. Young people's welfare is enhanced by the excellent relationships that exist between staff and boarders. Boarders are provided with excellent health care facilities and diet. Child protection and safeguarding arrangements are good and boarding house practices are generally very good. The leadership within the boarding house is excellent and the boarders clearly enjoy their time in the boarding house which provides a good balance of fun and firm boundaries. The absence of welfare plans creates some potential for inconsistencies in managing boarders with specific needs and there are also some inconsistencies in how the behaviour management system is managed. Child protection training is not currently offered to ancillary staff.

The overall quality rating is outstanding.

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

Improvements since the last inspection

The Headmaster was asked to ensure that all staff receive training in child protection, that improvements to the recording of accidents, incidents and complaints are made and a school councillor is introduced. Boarding house records should be monitored regularly and first aid is administered by qualified staff. Formal opportunities for boarders to express their views and a formal induction programme for staff should be introduced and a risk assessment should be developed for routine outings. There have been improvements to all these areas since the last inspection.

Helping children to be healthy

The provision is good.

The health care facilities provided to boarders are generally excellent. Three registered nurses are employed full-time by the school and offer health care services to boarders all day and all night. Sick bay facilities include an isolation room and a day room and provide a comfortable environment for young people who are ill and is closely supervised by the nursing staff. The sick bay is accessible to boarders throughout the school day and in the evenings and the nurses enjoy good relationships with boarders enabling effective health care. The administration of medication system is efficient and effective and good records are maintained ensuring that medication is administered safely and appropriately. Boarders with specific health needs are identified by the school and are provided with additional support as appropriate, including accessing specialist input from other health care professionals. The school does not, however, complete welfare plans for boarders with specific needs creating the potential for an inconsistent

approach to these boarders by school staff. Boarders are provided with a healthy, well-balanced and substantial diet which is very appetising and enjoyed by all. Boarders are therefore encouraged to lead a healthy lifestyle by being provided with an excellent diet.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pupil survey results revealed that no boarders felt that they were being bullied thereby evidencing that the school has an effective anti-bullying strategy in place and that boarders feel safe from bullying. All boarding staff receive child protection training and there are two designated child protection officers within the school. The child protection policy is comprehensive and robust and the harmonious and open culture within the boarding house creates a safe and nurturing environment where child protection issues can be effectively managed. Not all ancillary staff receive training in child protection creating the potential for there to be inconsistent practice in relation to safeguarding although these staff members have very little one to one contact with boarders. Boarders reported they felt that boarding staff are generally fair and that the distribution of sanctions or incentives (known as 'pluses and minuses') were not, generally, excessive. There are, however, some inconsistencies within the boarding house team in terms of the distribution of sanctions or incentives creating some negative feeling amongst boarders and potentially this is an issue that could create further negative feeling and affect what is a harmonious and overall extremely pleasant environment. The school has a complaints procedure in place which is accessible to all boarders. Records of complaints are kept by the Housemaster as part of the boarding house records and boarders reported that they felt able to approach at least one member of staff with a problem. Issues raised by boarders in the boarding council are effectively addressed by the school. Overall boarders complaints and concerns are dealt with effectively. Fire precautions within the school are good, fire alarms and emergency lighting is tested regularly and there are regular fire drills conducted within the boarding house thereby ensuring that boarders are protected from the risk of fire. Boarders have an adequate amount of privacy within the boarding house. Bathrooms and showers are appropriately secure and although the communal living might at times make it difficult for boarders to be guaranteed privacy at all times there is, however, appropriate facilities in place if boarders desire total privacy. There is a thorough system in place for the recruitment and selection of staff working within the boarding house thereby ensuring that suitable persons are having contact with boarders. The school is generally safe and secure and the risk of boarders having contact with unsupervised visitors is reduced by keypad locks in the boarding house and the excellent level of supervision boarders receive from boarding house staff. All areas of the school, including the boarding house, are risk assessed at least once a year and any hazards or risks are identified and appropriately addressed ensuring that boarders are safe from known risks or hazards.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Boarders have access to a range of activities within the boarding house including access to books, video games, board games and films. Additionally boarders have access to recreational or sporting activities within the school grounds, the favoured sports are football and 'killer' ball. Activities are supervised, structured and chosen by boarders ensuring that they are able to enjoy their free time. All boarders report that boarding house staff are caring, fair and approachable. Personal and individual support is given to all boarders by boarding staff and

issues such as homesickness are dealt with well, ensuring that boarders feel cared for. Boarders also have access to a school counsellor who holds a surgery once a week providing additional personal support to boarders. There is no inappropriate discrimination within the boarding house, boarders are cared for equally and fairly by boarding staff and the differences in terms of routine and commitments in relation to choristers and non-choristers is sensitively managed. The chorister routine is very demanding and the school manage this extremely well in terms of balancing the recognised demands of being a chorister with the need to ensure that all boarders are able to enjoy their time at the school, including their free time. Choristers enjoy the experience of being part of the choir and accept the demands placed upon them willingly. The demands of being a chorister are not consistently onerous. Boarders have access to two areas within the school in which they can study during prep, and all boarders are required to complete a specified amount of prep during the week which is supervised by boarding staff thereby ensuring that academic achievement is encouraged. All areas of the school, including the recreational areas, are risk assessed at least once a year and any hazards or risks identified are appropriately addressed ensuring that boarders are safe from known risks or hazards.

Helping children make a positive contribution

The provision is outstanding.

Boarders are aware of how to express their views and the boarding council is an effective conduit for boarders to express their views formally and to have those views acted upon. The Housemaster ensures that views expressed by boarders in the boarding council are recorded, reviewed and acted upon. Boarders are able to maintain private contact with their families through either telephone or email. There are few restrictions on telephone use and email can be used through the schools ICT lounge. There is an open culture within the school in relation to communication with parents which contributes to an overall family atmosphere within the boarding house. Boarders have access to television, newspapers and the internet with appropriate parental restrictions in place. Boarders, therefore have appropriate awareness of the world outside the boarding house. Boarders are also provided with a comprehensive handbook about boarding life which includes details of the complaints procedure, routines and anti-bullying strategies. This provides boarders with a reference point during an induction and also during their stay in the boarding house on rules, expectations and safeguarding. The quality of relationships between staff and boarders are outstanding. There is a respectful, relaxed and fun atmosphere within the boarding house which creates a homely, dynamic and exciting environment for boarders who obviously benefit in terms of their own development from living in the boarding house.

Achieving economic wellbeing

The provision is good.

Boarders are provided with a good standard of accommodation which is clean, tidy and very well-maintained. All boarders have their own space within the seven dorms (seniors and juniors) which they personalise and is furnished with a bed, lockable storage space and space to store clothes. The communal areas are well-furnished, clean and well-maintained. Boarders have access to indoor recreational areas in the boarding house where they can play games including video games and table football. The boarding house is overall very homely, comfortable and well-maintained which boarders clearly enjoy living in. The number of baths, showers and toilets is sufficient to the number of boarders ensuring that they have access to these facilities at all times. The bathing areas are relatively private given the number of boarders using them and

there are changing facilities within the main school for boarders to use during the day which affords them a good level of privacy.

Organisation

The organisation is outstanding.

The school has a suitable statement of the school's boarding principles and practice which is available to boarders and parents thereby ensuring that they are kept informed of important policies in relation to safeguarding, complaints and anti-bullying strategies. The Housemaster ensures that adequate records are made in relation to incentives and sanctions administered to boarders as well as any complaints made and any incidents or accidents involving boarders. The boarding house is subject to a rigorous risk assessment process annually ensuring that the accommodation is safe for boarders. There is clear leadership with the boarding house through the Housemaster and with the support of the assistant Housemaster. Boarding staff work well with the leadership of the boarding house and this contributes to an overall harmonious and homely environment. There is clear accountability within the boarding house and roles and responsibilities are clearly defined ensuring that child care is safe and nurturing. The ratio of staff to boarders at any one time is excellent ensuring that boarders are well-supervised at all times thereby ensuring their safety. The chorister routine is also closely monitored by boarding staff including the travelling to chapel ensuring their safety. Boarding house practices are largely consistent in terms of the day-to-day operation, but there are some variations in practice as highlighted in staying safe however, these are not significant. This level of consistency highlights the good work the Housemaster, assistant Housemaster and other boarding staff have done since being handed their roles following the departure of the previous Housemaster. Training is provided to all boarding staff in child protection and the matrons receive sufficient training in order to keep up their registration as nurses. Regular boarding house meetings contribute to the good child care practices within the boarding house.

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):

- ensure that all staff, including ancillary staff, receive training in child protection NMS 3
- ensure that the behaviour management system is consistently managed by all staff NMS 4
- ensure that boarders with specific needs are subject to written welfare plans NMS 17.

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.