



Making Social Care
Better for People

inspection report

Boarding School

Duke Of York`s Royal Military School

Duke Of York`s School

Guston

Dover

Kent

CT15 5EQ

3rd November 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Duke Of York's Royal Military School

Tel No:

01304 245029

Address

Duke Of York's School, Guston, Dover, Kent, CT15 5EQ

Fax No:

Email Address

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

Name of Head

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

NA

Date of Inspection Visit		3rd November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Mark Blesky	081738
Name of CSCI Inspector	2	Josie McCabe	
Name of CSCI Inspector	3	Alex Turner	
Name of CSCI Inspector	4	Pharmacist Christine Hastie	
Name of Boarding Sector Specialist Inspector (if applicable):		Tony Halliwell BSPI Mark Robinson BSPI	
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.		None	
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 JOHN CUMMINGS (HEAD)	

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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 Duke Of York's Royal Military School.

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.

The Duke of York's Royal Military School a boarding school for boys and girls between the ages of 11 years to 18 years The school is situated close to the town centre of Dover. It has extensive grounds and facilities and comprises of nine boarding houses. The school at the time of this inspection houses 480 boarders.

The school can be traced back to 1801 when his Royal Highness Frederick Duke of York laid the foundation stone in Chelsea of what was to become The Duke of York's Royal Military School.

The schools published aims are "To provide cost effectively for all pupils, a standard of secondary education and to provide a full range of extra curricular sports activities within a stable and caring environment." A parent can apply for their child to enrol once the parent has completed a minimum of four years in the Army, Navy or Air Force

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school promotes a strong emphasis on its operation as a full boarding community and strives to encourage effective pupil / staff relationships across the school population. In this way boarders and staff members alike are very clear of their responsibilities to work towards the greater good. Benefits were evident in how this created a co-operative community where all individuals supported one another. In the main boarders spoke highly of the school and the staff. Healthy competition and pride from one Boarding House to another was noted from both staff and boarders.

The school therefore offers a strong and effective membership, which provides a culture of care and support. The school are also aware of some areas where increased individualisation needs to be promoted. A move therefore from what may have been considered the more traditional aspects of boarding life to an environment that considers the individual along with the increased promotion of boarder's rights. Throughout the inspection it was clear that senior staff members are encouraging a change in the pastoral care culture which they intend to use to modernise existing principles and to update some of the more traditional aspects of the operation of the school

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The Headmaster and senior staff members were very aware of the major shortfalls in the fabric of some of the buildings. While substantial efforts have been made to make the communal areas of the boarding houses pleasant other areas are still in need of urgent attention.

Boarding areas were in the main poorly maintained, and the showering and toilet facilities, in particular, require making safe (e.g. slippery floors) and require longer-term major refurbishment.

The day-to-day welfare of the boarders is maintained, but the Inspectors felt that greater efforts could and should be made to ensure systems and procedures were more inclusive of pupil opinion. A good example of this was noted in considering the effectiveness of boarder's councils and consultation groups. The Inspectors discovered that although consultation forums were in place, a large number of boarders had little faith that any meaningful actions followed consultation. The Inspectors felt that this was a lost opportunity for both parties.

Welfare therefore will be enhanced by proactive, effective and consistent systems set up by the school to ensure pupil opinion is at the forefront to the day-to-day operation of the school. To enable an effective system the school should consider appointing a senior staff member to oversee pupil consultation systems and regularly update the Headmaster of their findings.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school strives to ensure boarders are educated and cared for in an appropriate manner to enhance their welfare and development. An extensive range of activities, clubs and after school events are available and valued by staff and boarders alike.

The school is undergoing a period of inevitable change, which staff members should see as a development opportunity. A change in expectations of boarders' rights, and opportunities will need to be developed in order that the school maintains the solid and beneficial principles, which it is based on, together with acceptance of the increased need to accommodate pupil's views.

The Inspectors felt that the enlightened and progressive attitudes of the Headmaster and Senior Management Team would ensure that progress towards increased levels of pupil consultation would be achieved.

It is of course important to acknowledge that funding and financial restraints could well frustrate required essential maintenance and progress towards refurbishment.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

**Notification to be made to: Local Education Authority
 Secretary of State**

NO
NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard*	Recommended Actions	

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	
1	BS3	Recommended Action: Review of the child protection policy and procedure in accordance with this standard.	01/07/05
2	BS15	<p>Recommended Action: Urgent review is to be undertaken in accordance with this standard to ensure that the National Minimum Standards are reached in the handling, storing and administration of medicines.</p> <p>Recommended Action: That a staff member from the senior management team oversees and regulates the functions of the sanatorium and staff.</p> <p>Recommended Action: The school to make satisfactory arrangements to ensure any pupil reasonably needing to visit a GP in the town is not unduly disadvantaged by an unreasonable timescale or financial constraints.</p> <p>Recommended Action: That the Sanatorium staff and school are able to ensure that a chaperone is always reasonably available upon request and if not urgent matters are immediately brought to the attention of the Headmaster or delegated to a senior management staff member.</p>	1/06/05
3	BS29	Recommended Action: Risk assessments formally carried out, and recorded in writing. All necessary steps are taken in accordance with this standard.	1/06/05
4	BS38	Recommended Action: The school's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders includes all the following before appointment, which can be verified from recruitment records in accordance with this standard.	1/06/05

5	BS39	Recommended Action: The school to ensure adequate checks are completed in accordance with this standard.	1/06/05
6	BS40	Recommended Action: The Headmaster and House staff carry out an assessment which prioritise areas that may breach health and safety or environmental health guidance and present this to the governing body along with elected refurbishment plans to agree submission to the MoD.	1/06/05
7	BS42	Recommended Action: That House staff in co-operation with the senior management team include these areas in their evaluation as mentioned in standard 40, 41.	1/07/05
8	BS45	Recommended Action: Refurbishment is needed within the changing areas as previously addressed within this report.	1/07/05
9	BS47	Recommended Action: Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards in accordance with this standard.	1/06/05

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
11	BS4	Advisory Recommendation: That supervising staff members evaluate methods and procedures in the role of overseeing prefects imposition of punishments. An effective procedure will ensure robust supervision by staff of methods of punishment.
12	BS8	Advisory Recommendation: The school, with the support of the Governing Body, take action to formally notify the MoD that a lack of funding is at present compromising improvements in the welfare provision for the school's boarding pupils.
13	BS12	Advisory Recommendation: A frank evaluation of the school council is undertaken jointly by staff and pupils, the findings of which are presented to the Headmaster for review.
14	BS13	Advisory Recommendation: In recognition of the central role prefects perform in this school the Inspectors would recommend that all prefects are giving opportunities to consider the roles they perform and consider issues of welfare and child protection that they may encounter. Specific training should be identified in accordance with the schools expectations of their role.

15	BS16	Advisory Recommendation: Refurbishment to be planned to provide adequate levels of privacy and redecoration.
16	BS18	Advisory Recommendation: That the school develop a policy and procedure that is more specifically focussed on the school and the particular functions of the school. The school may decide this policy could be a proactive document that could be designed by staff and pupils to ensure that the policy reflects the needs of the whole school.
17	BS24	Advisory Recommendation: That the senior management team clarify why this apparently inconsistent situation appears and clarify to both the Headmaster and affected boarders any action that is to take place.
18	BS26	Advisory Recommendation: The school to publish and distribute guidance to each house on the action to take following a discharged fire extinguisher and the correct sighting of fire fighting equipment. Any such guidance should include duties and responsibilities of staff members in fire safety.
19	BS31	Advisory Recommendation: The senior management team to review the current arrangements for weekend pupil activities and endeavour to agree an appropriate rota and staff cover
20	BS40	Advisory Recommendation: That the Headmaster considers inviting in Health and Safety and Environmental Health to offer guidance and assist the identification of priorities

*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	
• Social Services	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	YES
• Chair of Governors	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	YES
Individual interviews with pupil(s)	YES
Date of Inspection	03/11/04
Time of Inspection	11.00
Duration of Inspection (hrs.)	18
Number of Inspector Days spent on site	2

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

11

 TO

18

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

Boys	260
Girls	220
Total	480
Number of separate Boarding Houses	9

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

The school's statement of boarding principles and practice is contained within several different booklets given out to prospective parents and pupils, notes to parents, the student handbook, the school calendar, boarding house handbooks and the minimum standards in boarding houses handbook given to staff. A new handbook for staff is currently being developed by the school.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

A policy and procedure has been developed to cover measures both to prevent bullying and to respond to observed or reported bullying, and also includes a definition of bullying.

The school has a policy on countering bullying/welfare of boarders and this is reflected over several documents that include, the student handbook, guide to prospective parents and pupils.

Children spoken to during the inspection and the returned questionnaires support the concept that bullying is not presenting as a significant problem.

The policy is provided to parents of boarders, and is available and known to both staff and boarders, including junior and recently appointed staff.

Staff members and children confirmed that there are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

10

%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

2

The school has a published child protection policy and procedure. The school has a designated child protection co-ordinator.

The current policy was examined and found to contain some, but not all of the required elements of this standard.

Review of this policy and guidance/training for staff will need to be planned to ensure that the policies and procedures are written and include guidance in accordance with this standard. Specific reference will need to be made to the Working Together to Safeguard Children (Department of Health, Home Office, DfES 1999) and any local Area Child Protection Committee procedures.

Recommended Action: Review of the child protection policy and procedure in accordance with this standard.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence**Standard met?**

3

The Inspector was informed that the school has several methods of dealing with misdemeanours depending on the severity or nature of the matter.

Examples of this were given as minor House issues, these are dealt with by the housemaster, then matters of misdemeanour outside of the Boarding House, but on school site, these maybe dealt with by staff or prefects and recorded by them and are overseen by the head of Pastoral Care. The Headmaster oversees what are deemed 'whole school' matters, which are major matters of a serious nature. It was explained by the staff member that in any of these three cases accountability is held and overseen by school staff.

Some pupils spoken to stated that some punishments were physical i.e. Running around the running track, one pupil mentioned on one occasion, running 4 laps of the 400 m track. It would appear from these discussions that the prefects could give various punishments without the direct knowledge of the staff. This therefore would appear contra to the prefects and staff accounts.

Advisory Recommendation: That supervising staff members evaluate methods and procedures in the role of overseeing prefects imposition of punishments. An effective procedure will ensure robust supervision by staff of methods of punishment.

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>Students are able to raise concerns with their House staff and with the senior management of the school and there is a formal written complaints procedure available to parties wishing to make representation. Boarders and their parents are informed by the school of how they can contact the National Care Standards Commission regarding any complaint concerning their welfare.</p> <p>The current complaints procedure is a three-stage process. Stage one is informal resolution, stage two is formal and involves the Headmaster and stage three involves a Panel Hearing. Each of these stages acknowledges an agreed timescale and the expectation that a resolution should be reached if at all possible and appropriate at any given stage.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

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?	3
<p>Personal, social and health education is covered within the teaching curriculum and there are school policies on alcohol, smoking and illegal substance abuse. In addition, the Sanatorium health education boards display various leaflets and useful health information and the nurses give advice to boarders as required. Staff are aware of the school's policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders, and follow that policy in practice.</p>		

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
<p>Records kept in relation to boarders health and welfare needs in the Sanatorium include G.P. medical records, a kardex report from the nurses, details of inoculations, medical card and form, parental/ guardian consents, a folder for each boarding house with details of boarders allergies and health needs. Boarders' records include identification of the persons with parental responsibility for the boarder, contact details for parents and any other emergency contact arrangements, and any court orders affecting parental responsibility or the care of the boarder.</p> <p>Medical records were being kept securely and staff have access to confidential information on a need to know basis. The school provides a Counsellor who visits two afternoons a week, and she can be contacted through the nurses in the Sanatorium, through teaching and boarding staff or boarders can go to her directly.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

Senior boarding staff have an adequate level of experience or training in the management and practice of boarding to ensure that boarders' welfare is safeguarded and promoted. The school management recognise that major capital investment is required to update the present boarding provision, however the lack of MoD funding to enable this to take place is severely restricting the school's genuine desire to improve the quality of its boarding provision.

Advisory Recommendation: The school, with the support of the Governing Body, formally notify the MoD that the lack of funding to make necessary improvements is compromising possible improvements that could be made to the boarder's welfare.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The school have a crisis management policy and related policy and procedure. There are planned responses to a range of foreseeable major incidents or crises, such as outbreaks of illness, fires, serious allegations or complaints or significant accidents.

The policy details areas of crisis with the procedure staff are expected to follow relevant to the particular incident. Telephone numbers and contact persons are included in this guidance. The school can engage the assistance of the MoD in any case, which may involve a potential threat to either its pupils or any member of staff.

This policy document appeared to be a comprehensive document detailing proportionate and appropriate responses in the event of a major crisis.

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?**

2

There was some evidence of differences between the boy's and girl's houses in terms of decoration and furnishings. One example highlighted was that boys in one house are allowed TVs in their rooms the girls in their house were not. A prefect spoken to felt that some boarders were at times being given adult responsibilities, but not always treated as adults in other areas of school life.

Boarding houses in the main were in need of refurbishment but did provide separate sections for boarders of different age groups. Each area had its own ablutions. Following a case of theft in one house the a boarder stated that they no longer had free access to some parts of the house.

Areas that needed maintenance were brought to the attention of the staff and Headmaster during the inspection feedback. All Inspectors took the view that the current boarding accommodations condition is unsuitable and in need of urgent attention.

Recommended Action: Boarding accommodation should be comprehensively inspected and reviewed by the school staff/contractor and an action plan of immediate/longer-term repairs and maintenance should be sent to the Ministry of Defence, together with a copy to be forwarded to the Lead Inspector.

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?**

3

Boarders gave varying accounts of the range, type and frequency of activities that have been arranged. The junior boys were most enthused and said they never got bored (including during Exeat weekends). The girls mentioned weekend activities away from the school were often cancelled due to problems with transport. The senior boys confirmed there was always plenty to do although some commented that they spent the majority of time playing rugby or studying for exams. It was confirmed to the Inspectors that Internet access is available and that measures have been taken to guard against inappropriate content viewing. Therefore the boarders have e-mail access in the house, but cannot have access to Hotmail or chatrooms. The e-mail in Wolf house was in the process of being updated during the inspection.

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
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There is a school council which meets on a regular basis to discuss both boarding and general school issues. There is however a feeling amongst the pupil body that the views of the school council are not always acknowledged by the school. The boarders felt that any recommendations for change that originate from the council take a very long time to materialise in the school. The Headmaster has initiated a useful weekly 'drop in' session for students who wish to come and discuss school issues directly with him.

The Inspectors were pleased to learn that a school council has been formed and could provide an effective system for discussion and development. The Inspectors felt however that many boarders had limited confidence in the effectiveness of this council. The Inspectors took the view that this was unhelpful to both the boarders and the school and therefore would advise that the council's function and success is evaluated to consider restoring boarder's confidence in this process. However, it was acknowledged that some changes occasioned by the school council, which have benefited the boarders, have already taken place.

Advisory Recommendation: A frank evaluation of the school council is undertaken jointly by staff and pupils the findings of which are presented to the Headmaster for review.

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
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There is a very active prefect system in the school which performs very important tasks including roles of supervision over younger children. The prefects in the house supervise the younger pupils during prep and stated they were supported by the staff on duty.

A recently produced document is in draft form, which is to serve as a guide for future school prefects, however the school would benefit from a formal induction programme for its prefects at the start of each school year. A selection, training and management programme is incorporated into a draft document. It is acknowledged that a prefect training system has been in place for the last three years and the school state that this is supported by REALATE and Social Care advisors.

The inspectors felt this should include training in the areas of recognising bullying and abuse situations. For this reason the Inspectors felt that all prefects would benefit from formal training especially introductions into issues of bullying and child protection matters.

Advisory Recommendation: In recognition of the central role prefects perform in this school the Inspectors would recommend that all prefects are given opportunities to consider the roles they perform and consider issues of welfare and child protection that they may encounter. Specific training should be identified in accordance with the schools expectations of their role.

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?**

3

It was confirmed that personal tutor systems strive to function effectively and enable boarders to use tutor contact as appropriate for discussion of personal and welfare issues as well as academic or administrative matters.

Pupils are given a range of options to talk to others regarding any concerns they might have however it would be useful if the telephone numbers of the external listeners were made available in the annually published student and staff hand book.

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?****1**

The pharmaceutical inspection found that there is a need for advisory input to the houses on medicine handling and storage and in the school as a whole for policies and procedures to ensure that adequate records are kept, self-administration is assessed and staff in houses are competent in medicine handling. The main concern was the dispensing being carried out by the nurses. The Inspector gave details for obtaining the Royal Pharmaceutical Society's guidelines "The Administration and Control of Medicines in Care Homes and Children's Services."

First aid and minor illness treatment are available to boarders at all times. The Sanatorium nurses and other key staff in the school have completed up to date first aid training. Boarders may make an appointment with the male doctor who visits the Medical Centre each weekday morning but they have the option to attend a local surgery if they wish to see a female doctor, although they may have to wait several days or even week for an appointment.

Pupils may choose to be accompanied by staff. The school has access to dental and optical services when required. The school employs three nurses who provide 24-hour cover at the Sanatorium. The nurse on duty reported that her registration is checked to ensure it is current. The Inspector saw written parental permission to administer first aid and a list of non-prescription medicines where the parents could tick yes or no.

A feedback of the inspection under this standard was provided by the pharmacy Inspector at the end of the visit. A written record is kept of medication given, illness, treatment, accidents and first aid.

Inspectors felt that the Sanatorium and Medical/Healthcare functions of the school were insular to the rest of the school and apparently self-governing, although the inspector has been informed that the Headmaster, Doctor and San Staff meet on a regular basis.

The Headmaster will need to ensure that a staff member from the senior management team is made responsible to oversee this facility and evaluate its performance.

Inspectors felt that it was unacceptable that girls or indeed boys would have to wait so long to see a female doctor and believe that with the number of boarders that could potentially request this, the school should consider alternate provision.

Additionally pupils stated that they must provide the cost of transport to the town for routine and necessary GP visits. The lead Inspector was informed that this was the case at the time of this inspection. Correspondence from the school states that since September a driver has been appointed and pupils do not have to pay any transport costs. The Inspectors felt that if pupils had to fund the transport as stated, then this was unacceptable and the practice of boarders funding transport costs to the local GP for routine and necessary visits should stop. The inspector is not able to clarify why the some pupils are still claiming they must fund their transport costs.

Inspectors were informed by both staff and boarders that a chaperone system is available for those pupils requesting such. However they were also informed that staff availability or staff shortage could mean no chaperone is available. The Inspectors felt this was a practice that must be avoided and leaves the pupil, medical professional and the school vulnerable to complaint.

The school was visited by the Medical Officers of Schools Association (MOSA), which the school felt was positive. It is acknowledged that MOSA, Commission for Social Care Inspection (CSCI) and the pharmacist will focus on differing areas of the schools functions.

Recommended Action: Urgent review is to be undertaken in accordance with this standard

to ensure that the National Minimum Standards are reached in the handling, storing and administration of medicines.

Recommended Action: That a staff member from the senior management team oversees and regulates the functions of the sanatorium and staff.

All boarders may need to be reminded that the school have now appointed a driver and therefore should not have to pay for the transport to see an outside GP.

Recommended Action: The school to make satisfactory arrangements to ensure any pupil reasonably needing to visit a GP in the town is not unduly disadvantaged by an unreasonable timescale or indeed feels disadvantaged by financial constraints.

Recommended Action: That the Sanatorium staff and school are able to ensure that a chaperone is always reasonably available upon request and if not urgent matters are immediately brought to the attention of the Headmaster or delegated senior management staff member.

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

The Inspectors found that the school makes satisfactory provision for male and female boarders who are ill. Sanatorium staff provide regular checking and monitoring and each room has a call bell for summoning assistance. Nurses provide 24-hour cover and have other staff assisting. There is no lift access to the upper floors where the beds are situated. It was noted that there was no means of providing privacy, such as a screen, in multi-bedded rooms. Some parts of the Sanatorium are planned to be redecorated and refurbished.

Advisory Recommendation: Refurbishment to be planned to provide adequate levels of privacy and redecoration.

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?

3

Evidence was given from the boarding staff, Sanatorium nurses and Counsellor of how boarder's needs were being met and there is a good pastoral care system in place. Boarders confirmed that they are given support in relation to being home-sick and other personal problems. The Sanatorium nurses and other house staff have attended courses and conferences with regard to specific health and boarding topics.

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 has an Adjutant General's Joint Equal Opportunities and Diversity plan (2002 – 2003). This is the broad plan, which provides basic guidance for all staff members. Additionally the support staff and teaching handbooks contain equality statements. It was noted that all staff are required to take the Equality and Diversity training, which is a computer, based exercise.</p> <p>Whilst statements are contained within school documentation these were seen to largely take the form of broad principles rather than specific guidance.</p> <p>Advisory Recommendation: The Inspector would make the recommendation that the school develop a policy and procedure that is more specifically focussed on the school and the particular functions of the school. The school may decide this policy could be a proactive document that could be designed by staff and pupils to ensure that the policy reflects the needs of the whole school.</p>		

Standard 19 (19.1 - 19.6)		
Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>It was confirmed by pupils that there are satisfactory arrangements in place with regard to contact with parents. Telephone kiosks have been provided and offer appropriate levels of privacy. Pupils are allowed to use mobile phones; a senior boy spoken to said this has alleviated the problem of long queuing times to use the pay phones.</p> <p>The numbers of the various pupil support agencies are located in the vicinity of all public telephones. The public phone in the house had Child-line and CSCI numbers on display. Pupils confirmed their right to privacy is respected in so much as they are free to write and receive letters without reference to staff. There was email access in the house for them to use. Five matrons were spoken to and a senior teacher responsible for pupil welfare. There account of when parents are contacted regarding welfare concerns correlated with that given by the pupils.</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?	3
<p>All boarders are provided with a lockable facility to enable them to safely store their personal possessions. Pocket money is issued on a regular basis and the House staff have a lockable safe for the storage of pocket money and other items of value.</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
New students have a specific booklet to refer to as part of their joining instructions and the school takes great care to fully induct them into the schools procedures. Use is made of the older more experience pupils to induct the younger pupils into the school.		

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
The school does not make use of educational guardians or similar agency service. During half term breaks or Exeat weekend breaks pupils are accommodated with known relatives or family friends of the parents if they cannot return home for the break. Therefore this standard is 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
The staff members from the senior management team spoken to stated that records of risk assessments, major punishments, complaints and accidents are regularly (at least twice a term) monitored by the Head or a designated senior member of staff. Reasonable action is taken to reduce risks identified by risk assessments. Sampled documentation detailed risk assessment.		

Standard 24 (24.1 - 24.8)

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

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

The food sampled was good and wholesome of adequate quantity and well prepared. There was a good variety and some vegetarian options.

The school is required to work within the MoD / DMR catering system which although adequate is not generous in its funding. Meals are nevertheless adequate and nutritious but lack variety and it would be helpful if the catering contract could be extended to allow the provision of bread for sandwiches or toast to the houses for an evening snack opportunity for the boarders. Inspectors formed the view that the houses appeared to have a variety of snack provisions or the lack of them. The Inspectors while unable to clarify why this was but were made very aware that the boarders whose houses had snack provision were happy and the boarders where houses had none were unhappy. This was established by talking to a number of pupils with alternate provisions. Discussion with boarders and some staff appeared to have some very inconsistent reasons for this.

Although one may feel this is a more minor matter it was clearly extremely important to the boarders and an unnecessary and unhelpful source of contention.

Advisory Recommendation: That the senior management team clarify why this apparently inconsistent situation appears and clarify to both the Headmaster and affected boarders any action that is to take place.

Standard 25 (25.1 - 25.5)

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

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

Adequate opportunities exist for the pupils to access drinking water both in their houses and within the school. Each boarding house has a kitchen facility the quality of which varied across the houses. One boys' house had benefited from the efforts of a sixth form group who had helped refurbish their kitchen area.

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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The school complies with all the emergency evacuation and fire service recommendations and regular fire drills are carried out across the school. Although weekly fire checks are conducted in the boarding houses a number of discharged fire extinguishers were observed together with several fire extinguishers being used as doorstops, which is not good practice. The school have confirmed that they are subject to the MOD fire service and not the Local Authority Fire Service.

Advisory Recommendation: The school to publish and distribute guidance to each house on the action to take following a discharged fire extinguisher and the correct sighting of fire fighting equipment. Any such guidance should include duties and responsibilities of staff members in fire safety. This should include regular checks on fire equipment.

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?	3
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The DOYRMS is a fully residential school and as such the pupils have a 6 or 7-day working week. Although pupils are not subjected to onerous demands consideration should be made of extending Exeat weekend breaks to allow the pupils to have a longer weekend break during each half term session, most particularly during the long autumn term.

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?	2
<p>School activities including visits out of the school are well supervised but full risk assessments are not always carried out in relation to the activities undertaken. The school is currently developing full risk assessment procedures and will need to implement these as soon as possible.</p> <p>Recommended Action: Risk assessments formally carried out, and recorded in writing. All necessary steps are taken in accordance with this standard.</p>		

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
<p>A range of activities is made available to the pupils regarding contact within the local community and a new initiative with the local youth service has enabled a club to be set up in school buildings allowing adult youth service workers to be employed within the school and this is to be commended. The boarders have access to local amenities at specified times dependent on age. They appeared happy with these arrangements and also appreciated that the local town, like any other could represent risks.</p> <p>The house had papers delivered daily and gave pupils through TV and magazines access to world events.</p>		

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

Boarders are at all times under the responsibility of an identified member of staff. Each boarder knows which member of staff is responsible for them at all times, has the means to contact that member of staff if necessary, and that member of staff has the means to call for and receive staff back-up if necessary

Staff members and pupils confirmed that it is not always possible the school to secure staff to support weekend pupil activities.

Advisory Recommendation: The senior management team to review the current arrangements for weekend pupil activities and endeavour to agree an appropriate rota and staff cover

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

There is a system of boarding tutors. Pupils are permitted to leave the school and enter Dover town at agreed times for limited periods and under certain conditions. For example one day each week year 7 pupils are chaperoned into town by year 8 pupils. They must carry the phone number of their respective tutor to contact in case of problems and they must report back to their house by 5pm. There is a signing in and out system in place. Organised group trips (e.g. educational / recreational outings) were not discussed. No policy

documents were inspected with regard to the safe transport of children on either public, private or school vehicles.

The Inspectors took the view that while some boarders felt that they were limited in their freedom outside of school, the school was acting responsibly in striving to maintain an appropriate balance of personal and school responsibility.

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?

3

At night times a duty tutor sleeps in each of the boarding houses. Housemaster / mistress are on call to provide back up and support if required. Pupils confirmed they are able to contact the tutor at nighttime if they needed to and they were happy that they could access them easily and without fear of being thought of as a disturbance.

Boarder registers / signing in/out books enable staff to keep track of which boarders are in the house at night (in case of fires / unexpected absences).

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

Job descriptions clearly state, and staff are themselves clear about, the person to whom each member of staff with boarding duties is accountable.

The process for the regular review of the performance of each member of staff with boarding duties by a more senior or experienced member of staff was discussed with members of the senior management team. It was confirmed to the Inspectors that a review of the supervision and appraisal systems is underway and this will ensure adequate procedures are followed.

Opportunities are provided for training and updating in boarding practice (including guidance on child protection issues) for all staff, including new and experienced staff, commensurate with the roles, experience, and rate of turnover of staff.

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?

3

There is an up-to-date staff handbook and written guidance, which is given to all staff with boarding duties.

There is a staff disciplinary procedure, which includes provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations. This procedure includes provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>In general relationships between the boarders and staff are very good although a significant number of boarders felt that their views and opinions are not always given due and fair consideration. (Addressed in standard 12)</p> <p>A sample of boarders spoken to said they felt that they are well looked after by the staff who they believe care a great deal about them. They would be happy to go to them with problems especially the matron, but also appreciate the confidentiality of the nurses in the Medical Centre.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>The physical environment of the boarding areas does not lend itself well to securing privacy for pupils i.e. from each other or from supervising staff. Boarders however did not make any mention that either other boarders or staff members were intruding on their privacy. Boarders did however criticise the manner in which they are woken by the RSM who was reported to storm in, shout and bang on cupboards as a means of awaking the boarders. The Inspectors felt that this should be regarded as unnecessary and a more suitable method should be favoured.</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?	1
<p>The specific requirements of this standard were checked after the relevant documents were distilled from the staff files. This standard was not met in full with a number of omissions required by the standards and the school should seek to rectify this area as soon as is possible using the regulations as a guide. A revised sheet at the start of each file would enable all of the checks to be carried out before the member of staff starts work.</p> <p>The school wish it to be acknowledged that, whilst not questioning the findings, they operate within the constraints of the Civil Service and MOD.</p> <p>Recommended Action: The school's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders includes all the following before appointment, which can be verified from recruitment records in accordance with this standard.</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?

1

This matter has been addressed in the previous standard and it was found from sampled files that an effective system is not currently in place.

Therefore the principles are not met in accordance with this standard.

Recommended Action: The school to ensure adequate checks are completed in accordance with this standard.

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?

1

Much of the boarding accommodation is barely adequate in terms of modern boarding and is urgently in need of replacement and or refurbishment. Accommodation is both cramped and lacks space for pupils to adequately store both their school and personal possessions. The school management is well aware of the boarding provision limitations, but it appears the MoD is at present unable to provide the funding to make the necessary changes. Some of the accommodation visited is in need of urgent repair. Some areas of the boarding house visited had been cordoned off due to falling ceiling plaster. The Governing Board is encouraged to urge the MoD to address the school's capital funding issues with respect to the quality of its boarding provision with greater speed and urgency.

Recommended Action: The Headmaster and House staff carry out an assessment which prioritise areas that may breach health and safety or environmental health guidance and present this to the Governing Body along with selected refurbishment plans for further consideration and submission to the MoD.

Advisory Recommendation: That the Headmaster considers inviting in Health and Safety and Environmental Health to offer guidance and to assist in the identification of priorities.

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?

3

Boarders' sleeping areas are for the exclusive use of boarders and other pupils sharing study/bedroom provision with boarders, other than by the reasonable invitation of the pupils designated to use those areas.

Boarders' living areas are for the exclusive use of boarders and other pupils designated to share that provision, other than by reasonable invitation of pupils designated to use those areas.

There is a clear school policy restricting access to school premises and boarders by people from outside the school, which is implemented in practice.

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?

1

Sleeping accommodation is at present, for most of the boarding population, in large dorms divided into sleeping cubicles. It was the view of the Inspectors that the condition of the boarding houses at present are not providing the standard of accommodation, which is expected of modern boarding institutions. This view is drawn from the findings across this inspection report and notably this standard and standards 40, 44 and 45.

The school does have plans to build a new senior boarding house, the second phase of which will be a complete refurbishment programme across the houses. This is a much needed school development.

The condition of the boarding houses has been raised over a number of standards and therefore reflected in this standard. Tours of all the boarding houses were made.

Houses have been made home-like and communal areas have suitable entertainment systems and soft furnishings. Sleeping areas displayed personal possessions, pictures and posters. Each boarder has a bed, storage for clothes, drawers, desks, notice-board and a bookshelf.

More mirrors, bookshelves and desks need to be provided in some houses. The dormitories did appear cramped for the number of boarders using them and this was in the main confirmed by boarders.

There were areas requiring attention, which were fed back to the Senior Management Team at the end of the inspection. It was noted that fire doors were being wedged back in a number of the dormitories.

The school should seek the advice of the fire safety officer with regard to the fitting of approved fire door openers that would close when the fire alarm is activated.

Several areas in a number of the boarding houses required redecoration. Boarders informed the Inspectors that the houses were either too cold or too stuffy and the boarding staff confirmed that the heating timers were being monitored to ensure heating came on when boarders were in the houses and went off at a certain time at night. Boarders also commented on a number of damp areas and water leaking through several windows. Staining and mildew was noted by Inspectors during the tour.

In addition, some boarders commented that some beds were too short, radiators could not be individually turned off, curtains needed linings to keep out light, and some windows could not be opened. Several florescent lights needed covers/deflectors. Boarders also have no facility to hang and dry wet towels after a bath or shower. Some showers needed a non-slip surface, as did the whole shower area and W.C.'s needed new safety locks.

Recommended Action: The school should seek the advice of the fire safety officer with regard to the fitting of approved fire door openers that would close when the fire alarm is activated.

Recommended Action: That House staff in co-operation with the senior management team include these areas in their evaluation as mentioned in standards 40, 41.

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
A tour of the whole school was made. It was found that there is suitable, suitably lit and reasonably quiet provision for both organised prep and boarders' private study, either in or near to dormitories, elsewhere in boarding houses, or by use of nearby main school accommodation.		

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?	1
<p>Physical standards were regarded as generally poor throughout. Stock of consumables appeared to be lacking. Boarders in all houses commented on slippery floor in the shower areas. Additionally several boarders stated they had fallen and hurt themselves. All shower and bath areas need an urgent Health and Safety assessment to avoid any boarders being injured. Broken tiles broken floors added hazard to an already dangerous area. During the inspection an Inspector slipped and narrowly avoided injuring himself.</p> <p>It was noted that there are separate facilities for adults.</p> <p>The standard of provision of washrooms across the boarding houses is not of a satisfactory standard and substantial refurbishment is required. Although most boarding houses had adequate numbers of washbasins, toilets and either showers or baths the standard of provision was generally poor and unsightly.</p> <p>Recommended Action: Most shower and bath areas need an urgent Health and Safety assessment.</p> <p>Recommended Action: Refurbishment is urgently needed to bring these facilities up to an acceptable standard.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	2
<p>Changing facilities in the boarding houses were barely adequate.</p> <p>Most students change for games in their boarding houses and in order to do this they tend to use their dorm cubicles and or their washrooms both of which provide a very basic changing facility. The dorms appeared cramped and offer little provision to achieve privacy when changing. It should be noted that in general privacy couldn't be achieved in the boarding houses when a boarder needs to undress.</p> <p>Recommended Action: Refurbishment is needed within the changing areas as previously addressed within this report.</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?	3
There is a range and choice of common room or other recreational areas available to boarders outside school time, in the evenings and at weekends, enabling separation of		

genders, age groups and activities as boarders wish, and including provision for quiet relaxation and quiet activities.
 Boarders have reasonable access to the boarding houses outside school time.
 Staff confirmed that any boarder access to staff accommodation is properly supervised and does not involve inappropriate favoritism or inappropriate one-to-one contacts between staff and boarders.

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?	1
<p>Hazards have been identified within the boarder's communal areas within the report findings and therefore this standard cannot be met. (see specific standards for details)</p>		
<p>Recommended Action: Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards in accordance with this standard.</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
<p>The school has a sanatorium for the care of ill boarders, which is staffed by nurses at all times. There is separate sleeping and washing facilities for male/female boarders who are ill and facilities to make snacks and drinks. Televisions and games are provided to ill boarders and there is a nurse call system for them to summon staff assistance. As previously stated there is no lift access to the upper floors where the beds are situated and the school should take this into consideration when future developing its boarding accommodation. It was noted that the second floor landing of the staff sleeping-in accommodation needed carpet.</p>		

Standard 49 (49.1 - 49.3)
Adequate laundry provision is made for boarders' clothing and bedding.

Key Findings and Evidence	Standard met?	3
<p>Laundry provision includes washing machines/driers in individual houses and clothing and bedding is regularly laundered by the house matrons. Senior girls have the opportunity to do their own laundry. On the whole, boarders reported that they were satisfied with laundry provision.</p>		

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
<p>There is a school shop and visits to town are permitted.</p>		

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?**

9

Not applicable

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

None

Lay Assessor _____ **Signature** _____

Date _____

PART D**HEAD'S RESPONSE****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 3rd November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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"/>
Some of the 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 return of Draft 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 _____ of Duke of York's Royal Military 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 _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I _____ of Duke of York's Royal Military 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.

Commission for Social Care Inspection

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