



Making Social Care
Better for People

inspection report

Boarding School

Shiplake College

Henley On Thames

Oxfordshire

RG9 4BW

26th, 27th & 28th February 2003

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

Shiplake College

Address

Henley On Thames, Oxfordshire, RG9 4BW

Tel No:

0118 940 4546

Fax No:

0118 940 5204

Email Address

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

Shiplake College

Name of Head

Mr N Bevan

NCSC Classification

Boarding School

Type of school

Senior Independent Boarding
School for boys aged 13-18yr

Date of last boarding welfare inspection

October
1999

Date and Time of Inspection Visit		4th February 2003 (Questionnaire survey) 8.15-9.15am 26th February 2003 9.30am to 10.30pm 27th February 2003 7am to 5.30pm 28th February 2003 8am to 5pm		ID Code
Name of NCSC Inspector	1	Clare Davies	95312	
Name of NCSC Inspector	2	Ed Watkinson	83686	
Name of NCSC Inspector	3			
Name of NCSC Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Ian Quickfall		
Name of Lay Assessor (if applicable)				
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

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

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

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND BOARDING PROVISION

Shiplake College is a boys boarding school for Years 9 and upwards and includes some day pupils. Girls can attend daily for the Sixth form. In the Spring Term of 2003 there were 209 boys boarding.

On arrival each boy joins one of four boarding houses and will usually remain in that house throughout his time at school. A new building for the Upper Sixth form opened in November 2002, College House, and whilst now boarding separately each sixth former remains attached to their former boarding house. Each boarding house has a Housemaster who is supported by a matron, resident tutor and a team of tutors from the teaching staff who generally support pupils in the boarding houses one evening a week on a rota system. The prefect system also provides support to boarding duties and supervision of prep.

The college is an educational trust and situated at Shiplake Court on the banks of the River Thames, nearby to Henley-on-Thames. Shiplake College stems from a Christian tradition but welcomes pupils from all denominations and religious backgrounds. The parish church is amongst the college buildings and chapel services are an integral part of the school timetable.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- It provides good pastoral support to the boarders from a variety of sources.
- It is developing the boarding aspect of the school and is showing a commitment to improve accommodation.
- It provides a full and active life for boarders.
- It has forums in which boarders can contribute their views on aspects of welfare provision.
- It has wide ranging recreational facilities.
- It promotes healthy living in a realistic, honest approach.
- It provides a consistent response to discipline which is experienced by pupils as fair and appropriate.
- It recognises the importance of providing induction and guidance to new pupils.
- It provides boarders with many opportunities to access the Internet.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- It should update Child Protection guidance and cascade to all staff.
- It should ensure that all staff implement Child Protection procedures.
- It should improve consistency of the role of the prefect.
- It should review the quality of the food served.
- It should develop a system for boarders who are ill to contact staff at night from the medical wing.
- It should arrange for First Aid training for those staff who cover the medical wing in the absence of the nursing sister.
- It should develop Job Descriptions for all boarding staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first Inspection of the boarding provision at Shiplake College to be carried out by the National Care Standards Commission (NCSC) and the first to appraise the school against National Minimum Standards.

There are recommendations made within the report that if followed will address the shortfalls noted. The Inspectors have also made some advisory recommendations to assist with the development of boarding at Shiplake College.

The Inspection highlighted a failure to implement the Child Protection policy and lack of awareness of Oxfordshire Area Child Protection Committee procedures. The Inspection Team considers that this constitutes a failure to safeguard and promote the welfare of boarders and led to a notification being made by the NCSC to the Department for Education and Skills as required by the Children Act 1989, Section 87(4).

The overall impression gained during the inspection was that Shiplake College is a forward thinking school embracing the modern technological world for its boarders whilst maintaining the traditions of a boarding school environment such as; discipline, encouragement, leadership and respect. A number of areas have been identified which assist the school in meeting the National Minimum Standards.

There is a summary of the findings of the boarders questionnaires attached as an appendix to this report.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

YES

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

NO
YES

The grounds for any Notification to be made are:

Failure to implement the school's Child Protection policy and lack of awareness of Oxfordshire Area Child Protection Committee procedures.

Failure to take appropriate action to safeguard and promote the welfare of boarders.

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection fully implemented?

NO

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

No	Standard*	Recommended Actions	
1	BS38	That written records of interviews are made.	
2	BS42	That bunk beds are discontinued for boarders over 12 years of age.	
		This is the first Inspection against the National Minimum Standards. The Social Services Welfare Inspection in November 1999 made the above recommendations.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

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	BS1	The Inspectors recommend that the school develops it's Statement of Boarding Aims and Principles as defined in Standard 1 and made available to parents, boarders and staff.	December 2003
2	BS2	The Inspectors recommend that on completion of the revised anti-bullying policy it is distributed to all boarders and their parents.	September 2003
3	BS3	The Inspectors recommend that the school develops and distributes its Child Protection policy to be consistent with Oxfordshire Area Child Protection Committee procedures and Standard 3 of the National Minimum Standards for Boarding Schools. Training for all staff is recommended once the policy has been developed.	September 2003
4	BS4	The Inspectors recommend that a policy on restraint of pupils is produced and available to all staff and parents, and made known to pupils	September 2003
5	BS5	The Inspectors recommend that the complaints procedure is developed and distributed in accordance with Standard 5 of the National Minimum Standards.	September 2003
6	BS13	The Inspectors recommend that the school produce and distribute a written description of the duties, responsibilities and any powers of prefects and provide guidance on how to respond to any disclosures of a child protection nature.	September 2003

7	BS14	The Inspectors recommend that the information given to boarders for pastoral support has correct telephone contact details.	July 2003
8	BS15	The Inspectors recommend that all staff who provide cover in the absence of the qualified nurse receive some training in Emergency Treatment. It is recommended that pupils who self-administer medication are advised of the need to keep it stored securely.	September 2003 June 2003
9	BS16	The Inspectors recommend that a system is provided for boarders to summon staff assistance readily and rapidly when ill and accommodated in the medical wing.	June 2003
10	BS24	The Inspectors recommend that matrons and any other staff involved with the preparation of food for boarders receive training in food handling and hygiene.	December 2003
11	BS26	The Inspectors recommend that clarification is sought from the Fire Risk Manager (Oxfordshire Fire Service) in relation to the fire exit from the basement of Skipwith House.	September 2003
12	BS34	The Inspectors recommend that all staff with boarding duties have job descriptions, are given opportunities for training and have regular reviews of their performance specifically in relation to their role in boarding.	December 2003
13	BS35	The Inspectors recommend that once the revised policies are completed they are distributed to all staff with boarding duties and incorporated in a new staff handbook.	December 2003
14	BS37	The Inspectors recommend that pupils' washing facilities are not used by staff.	September 2003
15	BS38	The Inspectors recommend that all of the components of the staff recruitment process described in National Minimum Standard 38 be complied with.	June 2003
16	BS41	The Inspectors recommend that a risk assessment is undertaken with regards to members of the public on site using the sports facilities.	December 2003
17	BS42	The Inspectors recommend that the use of bunk beds is discontinued.	September 2004
18	BS43	The Inspectors recommend that the position of lighting for study in bedrooms is reviewed in Burr House.	December 2003

19	BS44	<p>The Inspectors recommend that:</p> <p>all windows of toilets and bathroom areas (including the basement of Skipwith House) are fitted with frosted glass</p> <p>the bath in Skipwith House is refurbished or replaced</p> <p>hand drying facilities are provided</p> <p>The Inspectors recommend that plans are made to re-site or upgrade the facilities in the basement of Skipwith House.</p>	<p>December 2003</p> <p>September 2004</p>
20	BS47	<p>The Inspectors recommend that the hazards identified during the inspection are given attention to promote the safety of the boarders. (As listed under Standard 47)</p> <p>It is also recommended that a risk assessment is undertaken on all windows accessible to boarders. Above ground floor level.</p>	July 2003
21	BS7	The Inspectors recommend that matters relating to Standard 7.3 are clearly recorded.	September 2003
22	BS39	The Inspectors recommend that all visiting instructors are subject to thorough recruitment checks.	June 2003

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS4	The Inspectors advise that consideration is given to cease referring to a record of punishments as the 'bad boys book'.
2	BS6	The Inspectors advise that consideration is given to obtaining written parental permission to undertake drug testing.
3	BS14	The Inspectors advise that consideration is given to arranging an alternative 'independent listener' who is not attached to a church.
4	BS21	The Inspectors advise that consideration is given to develop an induction programme for boarders other than Year 9.
5	BS23	The Inspectors advise that consideration is given to develop a formal process for Housemasters to monitor punishment records.

6	BS24	The Inspectors advise that consideration is given to canvas boards for their menu preferences.
7	BS31	The Inspectors advise that consideration is given to tighten the monitoring of the signing in and out system.
8	BS42	The Inspectors advise that consideration is given to produce a policy defining acceptable images on posters.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
'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	NO
Individual interviews with pupil(s)	NO

Date of Inspection	26/02/03
Time of Inspection	9.00
Duration of Inspection (hrs.)	33
Number of Inspector Days spent on site	9

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

13

 TO

18

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

Boys	<table border="1" data-bbox="842 365 938 443"><tr><td>209</td></tr></table>	209
209		
Girls	<table border="1" data-bbox="842 443 938 521"><tr><td>0</td></tr></table>	0
0		
Total	<table border="1" data-bbox="842 546 938 624"><tr><td>209</td></tr></table>	209
209		
Number of separate Boarding Houses	<table border="1" data-bbox="842 624 938 689"><tr><td>5</td></tr></table>	5
5		

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

The 4-point scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard 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?

2

The recently produced statement requires further development to include the admission criteria, the facilities available at the school and clarification that boarding provision is not available to girls, solely sixth form attendance by day.

Once the statement is finalised it needs to be made available to parents, prospective parents, staff and boarders.

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
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203 pupils completed a questionnaire devised by the National Care Standards Commission. Of that number, 178 pupils answered a question about bullying and 43% indicated that they were 'never' bullied and 38% indicated that they were 'hardly ever' bullied.

These results suggest that the school is characterised by a low level of bullying. (Some specific incidents were discussed with the inspectors but were reported by pupils to have been resolved by the time of the inspection.)

The Deputy Headmaster has undertaken to revise the anti-bullying policy and the draft document shown to the Inspectors contained a definition along with guidance on who pupils can turn to for help. The Deputy Headmaster was in the process of creating suitable contact points for the boarders to report any bullying and was keen to develop an electronic mailbox or similar to assist boarders in reporting any such behaviour. Once completed the new policy will be distributed to all pupils and their parents.

The Chaplain is well respected amongst pupils and has undertaken his own survey on bullying recently. As a key figure of the staff team at Shiplake college he is also dedicated to eradicate any bullying and find forums that pupils can feel comfortable in reporting any experiences. The college has a Pastoral Care Committee, chaired by the Chaplain and the issue of bullying is one subject frequently discussed. This is to be commended.

All staff attended a presentation on Countering Bullying at an INSET day on 24-1-03; this was led by the National Director of the Boarding Schools Association.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	81	%
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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?**

1

The common room handbook for all staff contains a Child Protection procedure and refers to 'Ten key points to follow if you suspect, or are told, of abuse'. Generally this procedure was well distributed and understood by boarding staff and re-produced in House handbooks.

Ancillary staff had received a briefing on how to respond if abuse should be reported or suspected and each had received written guidance, likewise, Gap students had received a briefing and prefects had been given training for 'what if ...?' scenarios.

Whilst Shiplake College has a Child Protection procedure in place there was no reference made to the Oxfordshire Area Child Protection Committee Procedures and at the time of the inspection the school did not have a copy of this document. The Inspectors became aware of two separate incidents;

- i) failing to follow procedures by not reporting a child protection incident to Social Services.
- ii) failing to take appropriate action following advice from a child protection strategy meeting.

The Inspectors concluded that a failure to safeguard and promote welfare of boarders had occurred. The Inspection Team has a duty to report such failings in a notification to the DfES under Section 87 (4) of the Children Act 1989 and this has been actioned.

The designated senior member of staff to take responsibility for Child Protection is the new Deputy Headmaster and having only been in post since January, it is commendable that he attended an external training course on child protection matters during February half term prior to the inspection. Following on from this training the Deputy Headmaster plans to develop the current policy and raise awareness amongst the staff.

Shiplake College does have a procedure for missing pupils filed in the Common Room Handbook.

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?**

2

In the questionnaire 47% of boarders indicated that 'on average' they felt punishments were given out fairly with 19% feeling they were given out 'unfairly' and 5% 'very unfairly'.

In discussion with pupils the general view was that punishments are given fairly and it was clearly understood what sanctions would be applied to particular misbehaviours. There were some isolated reports of having to report for punishments before 7am and it is the view of the Inspectors that this should not occur. The school rules and permissible punishments are published in the Common Room Handbook, Rules and Standing Orders booklet and pupils pocket sized calendars. The Common Room Handbook does not include a statement of policy on the use of restraint.

Prefects are able to administer punishments and have clear written guidelines on the procedure to be followed to report through the Housemaster and how to record any punishments issued. The Housemaster's document states clearly that records of all punishments must be kept and there is clear guidance of a list of concerns that must be reported to the Deputy Headmaster or more seriously the Headmaster. The inspectors viewed House records of punishments and found their content and style to be varied and suggest that Shiplake College produce a standard recording format to be used by each House. The Inspectors felt that Everett House had a good model to consider using. It is recommended that one boarding house ceases to refer to the punishment record as, 'the bad boys book'.

Records of 'incidents' were also kept and this is considered good practice.

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

The Headmaster reported that the relevant Housemaster or himself deal with any complaint received. There is a written policy available for boarders in the Welcome Booklet.

The Deputy Headmaster aims to revise the published information available to pupils and was informed that a complaints procedure should include contact details for the National Care Standards Commission as stated in the National Minimum Standard 5. The current booklet has contact numbers that are no longer available for support to pupils.

Records of any complaint are held on individual pupil files and it is recommended that in addition a central record is held.

Number of complaints, if any, received by NCSC 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?****4**

The staff at Shiplake College are mindful of the social and peer pressures on young people to have experiences of smoking, alcohol and indeed drugs. With this realistic understanding there is a good pro-active approach to counter smoking by offering support to give up and arrange the administration of appropriate lozenges or even nicotine patches through the medical wing.

There are clear sanctions for any pupil found smoking or under the influence of drugs and/or alcohol ranging from warnings to fines to suspension or expulsion. There is a policy stating that drug testing will occur if there should be suspicion that a pupil is under the influence of any illegal drugs. The Headmaster announced an amnesty for any pupil concerned that they may fail a drug test to come forward and receive help as an alternative to the punitive approach. Pupils who took this option have received support and guidance to avoid future drug use and the Headmaster reports that this method has had good support from parents. It is advised that written parental permission is obtained for any drug testing or that this policy is clearly stated at point of admission.

In addition to the Personal, Social and Educational curriculum the school arranges a conference for parents of Year 9 to discuss adolescent issues. The medical wing had an excellent assortment of publications for pupils to take away and read. An excellent presentation was arranged for pupils by a visiting young man from the nearby Young Offenders Institute who spoke of his downfall due to having been supplied with drugs. The Inspectors thought that this was a creative appropriate way to engage pupils on the dangers of substance misuse and this is to be commended.

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**

Records are dispersed with some held centrally with the Headmaster's office, some held within each house with the Housemaster and health related information is held at the medical wing. Information is disseminated amongst those staff who need to know, nevertheless the inspection did reveal one significant exception and the school should ensure that all those adults associated with a particular boarding house are fully appraised in this regard.

The medical wing had evidence of parental permission for administration and had produced a list of all pupils who may have allergic reactions or particular conditions that staff would need to know about. This was distributed widely to matrons, teachers, boarding house staff and posted in the common room. The nursing Sister at the medical wing is relatively new to the school and spoke of her aims to develop the service and introduce an individual record system for the administration of medication to replace the running log book. This change in practice is supported by the Inspectors.

It is recommended that any court orders affecting the welfare of any boarders is clearly recorded and shared with those staff who 'need to know'.

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

The Headmaster provides clear leadership and is committed to the development of boarding. This is evidenced by the introduction of College House for the Upper Sixth boarders, an environment more akin to university accommodation to prepare the older students for the next phase of their academic career.

The Pastoral Care Committee has recently been established to allow the matrons, nursing sister and Chaplain to discuss and consider how to meet any special needs that any pupil may have ranging from; smoking, eczema, depression, bereavement etc.

With the recent appointment of the Deputy Headmaster the management team has potential to develop further as he assumes a major part of the responsibility for boarding and some specific aspects of pupil welfare. Shiplake College was without a Deputy Headmaster for the Autumn Term 2002. Now in post, the Deputy and the Headmaster have many plans for the development of boarding and this inspection was welcomed for guidance on how to raise the quality of boarding in line with the National Minimum Standards.

The Headmaster reported that the Governing Body are well informed of the welfare arrangements at Shiplake College. Indeed the Chair of Governors confirmed this to the inspectors and reported that members of the Governing body frequently tour the boarding houses before meetings in order to discuss the allocation of funds for their improvement.

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

At Shiplake College there are clear lines of accountability and systems in place to respond to any crisis that should present itself. The maintenance and estates team were very clear on any action they should take in the event of an emergency and communication was good amongst boarding house staff.

Written guidance and procedures are in place with particular reference to the River Thames that flows alongside the school grounds.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence**Standard met?**

3

With the exception of College House for the Upper Sixth, each boarding house provides accommodation for boys from Years 9 to 12. Generally the allocations of rooms are clustered together according to year group and the number of boarders to a room is reduced, as they get older with each sixth former having their own room.

With the historic old buildings on site alongside modern purpose built ones there are differences to the designs and layout of each boarding house and this leads to some minor discrepancies in the standards of physical provision. The school has a development and refurbishment programme for the boarding houses and the inspectors saw evidence of this. The inspectors were of the view that the showers in the basement of Skipwith House were most in need of attention.

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence**Standard met?**

4

Provision for activities and interests is very good. From the questionnaire, 65% of boarders stated that they were either 'good' or 'very good', 20% stated they were average and only 15% felt that the range of activities were 'poor' or 'very poor'.

The boarders have access to many varied sporting activities including rowing on the river. Sport is taken seriously with many tournaments throughout the UK and overseas. In addition to sport, the boarders spoke of their enjoyment playing in the music tower, a sound-proof studio has been installed in the Grade 2 listed Water Tower and rehearsals for a school play were underway during the inspection. In fine weather a skate ramp and cycling is an option whilst there are opportunities for art and music activities indoors.

There are opportunities to be involved with the Duke of Edinburgh Award Scheme and the Combined Cadet Force (CCF) on the school site.

Most boarders had laptop computers and liked the ability to access the internet in their rooms, the school has rules detailing the appropriate times for internet access in order that this doesn't impose on prep time. Boarders spoke of not having enough free time yet in contrast some listed times on Sundays when they were 'bored'.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?**

3

There are student councils for junior and senior boarders with representatives from the relevant year groups which provide boarders with an opportunity to express their views on aspects of boarding across the school. In addition each House holds a council where views from younger boys can be fed to prefects to take to these meetings.

A Food committee made up from the catering manager, staff and boarders meets to discuss the menus and food provision and there is also a project group to look at the dress code at Shiplake College.

The Inspectors observed that the suggestion box in the entrance to the main hall contained sweet wrappers and was not actively used as it was intended.

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

Shiplake College has a system for House Prefects who play a significant role within the boarding houses. Their role is to work with the Housemaster, Matron and Tutors to ensure the smooth running of the House.

Some boarding houses have written guidance for the prefects that are clear and detail what level of punishment can be issued and in what circumstances. The prefects have many responsibilities for younger pupils including waking them up, supervising chores/duties, supervising break times, supervising Prep, supervising bedtimes and securing the buildings at night. These prefect duties are always reported to a designated member of staff who can monitor and provide advice and support where necessary.

Year 13 pupils moved from their boarding houses to College House in November 2002. They retain a strong link with their houses and this is reinforced by the expectation that they continue to undertake house prefect duties. The fact that they no longer sleep in the same house has had implications for Year 12 pupils to take on some duties e.g.; assisting with any fire evacuation and any other duties that the Housemaster may request. This was seen by the boys in Year 12 as an acceptable and predicted consequence of the Year 13 boarders moving out.

It is recommended that a central job description is produced for the prefects of each house to provide consistency, written guidance was not seen in every house. It is also recommended that written guidance is issued to prefects on how to respond should another pupil disclose a concern that could be a matter of child protection.

The Inspectors received many positive comments from pupils, both older and younger, to state that they felt the mentoring scheme was working well. This involves all Year 13 pupils being paired up with a new Year 9 boarder. Year 13 have written advice on this role in College House orientation booklet.

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**

The boarders at Shiplake College informed the inspectors that there were adults whom they could approach if they had a worry or needed some guidance. The questionnaire revealed that 73% of boarders felt that the Chaplain was someone they could talk to and this must be commended. Other individuals were listed such as; the Headmaster, Tutors, House matrons, the nursing sister and an independent counsellor. Parents and friends were also noted to be a very popular choice for boarders to talk to.

Independent counselling can be arranged via referral through the GP. The nominated person outside of school who boarders can turn to is the parish vicar. The Headmaster reported that he had been exploring options from local youth counselling services to provide an additional 'listening ear' that is not a member of the clergy.

Telephone contact details printed in the Welcome Booklet require updating. The Deputy Headmaster will be reviewing and updating this information for boarders and produced a poster for boarders on this subject during the inspection.

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?

2

A Nursing Sister from 8am-5pm Mondays to Saturdays staffs the Medical Wing. In addition to these hours the Sister is 'on call' and the school has access to the medical centre in the town of Henley. Designated matrons cover the periods from 5pm through until the morning and they do not have any recent First Aid training/qualifications. It is recommended that general First Aid training is provided for all matrons and priority given to those who cover the Medical Wing.

Boys who are unwell would normally go to their House matron who would judge if it was necessary to see Sister for further medical advice. House matrons do have access to Paracetamol, plasters and sore throat lozenges and if administered would be recorded in a notebook. The Sister monitors the administration and stock.

The school doctor attends twice a week for surgeries and is available to provide advice for the Sister. The medication was neatly stored in a secure cabinet and records were held. Some boarders have been prescribed nicotine lozenges to assist them not to smoke. These pupils are self-administering, which seemed appropriate to the inspectors, yet the lozenges were not stored in the lockable facilities provided.

Records of parental permission are stored in the Medical Wing, along with clear records of incidences where a parent would not wish their child to receive medication without their consultation. The Sister has cascaded this information to relevant welfare staff.

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?

2

Boarders who are ill remain in the Medical Wing or arrangements are made by school staff for the pupil to go home. The Sister is present all day Monday to Saturday but after 5pm there is no system for any boarder to alert someone for assistance without having to get out of bed. It is recommended that call system is installed as soon as possible.

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

Shiplake College prides itself on the support it can offer to pupils who may have a range of difficulties. The dyslexic teaching programme provides support in small classes and staff are made aware of the impact of dyslexia outside the classroom too.

The Pastoral Care Committee is an excellent forum for discussing special needs of particular pupils and devising strategies on how to support those boarders. If it should be identified that any pupil requires support beyond what the school can offer then appropriate referrals are made in consultation with the pupil, his parents and possibly the GP to external professional services.

Many parents wrote to the Inspectors to comment on the 'excellent pastoral care' and the good communication between school and parents.

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 issue of discrimination is included within the anti-bullying policy, for pupils in the Rules and Standing Orders and for staff in the Common Room Handbook.</p> <p>There are a few boarders from overseas who have different religious faiths to Christianity, these boarders were observed to be fully integrated into school life.</p> <p>The Inspection did not reveal inappropriate discrimination on the basis of any grounds identified in this National Minimum Standard.</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>Pay phones are available in each boarding house with contact numbers for Childline and other support networks visible but some phones have less privacy than others. Boarders feel they can contact their families easily as most have their own mobile phone and access to the internet for email correspondence.</p> <p>Parents reported to the Inspectors that they feel contact with the staff is generally good and they also welcome the use of email where available. Parents are welcomed to visit the school at many formal occasions or informally if they wish to.</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>Boarders in shared rooms do not have the facility to lock their rooms but each boarder has access to a lockable cupboard or personal tuck box.</p> <p>Housemasters take care of boarders' pocket money and this can be accessed daily when records of any withdrawals are made.</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 boarders for Year 9 are invited to spend an afternoon at Shiplake College in the summer term before they commence in the September. In addition new boarders arrive for the start of term before other pupils in order that they can become familiar with their surroundings, key staff and meet their mentor from Year 13. Within each boarding house older pupils are involved with the induction of new boarders and reminded as to how they may have felt on arriving at a new school.

New boarders receive literature prior to the start of term and the colour brochure, 'This is for you' is an excellent publication written with a modern child-centred approach. The Welcome Booklet provides details of the anti-bullying policy, 'when things go wrong and you need support' and the complaints procedure. As mentioned previously, the Deputy Headmaster plans to update and further develop this literature.

A pocket sized Calendar is produced for each term containing a list of key people, diary of significant events, Code of Behaviour, list of duties and names of tutors. The information is varied each term and the development of future Calendars will be in collaboration with other documents being revised.

The Headmaster recognised that the induction process for boarders joining later than Year 9 is not so well planned and this is another area that the Deputy Headmaster will be giving consideration to.

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 appoint educational guardians.

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 Bursar has responsibility for monitoring records relating to any risk assessments and any accidents and relays such information to the Health and Safety committee that meets termly, the minutes of which are forwarded to the Governors meetings.

The Deputy Headmaster informed the Inspectors that he monitors serious punishments that are reported to him by Housemasters. Punishments that are given out within a house receive some level of monitoring by Housemasters though there seemed to be inconsistencies and no formal process for this monitoring.

Any complaint that cannot be resolved within a boarding house comes to the attention of the Headmaster. Weekly meetings between Housemasters and the Headmaster ensure that he is kept informed of such issues. It is advised that any monitoring of records should be recorded with a date and signature. The Deputy Headmaster keeps the Headmaster informed of any disciplinary problem via daily meetings.

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?****2**

In the questionnaire 13.5% of boarders rated the food as 'good' or 'very good' with 38% rating the food as 'poor' and 20.5% 'very poor'. During discussions with boarders the Inspectors were regularly informed that they were dissatisfied with the food but a consistent theme was the enjoyment of breakfast.

A seven week menu operates incorporating a vegetarian option, home made soups, roast dinners and themed meals. The boarders described the food as occasionally 'too complicated' and they suggested that meals are disguised by fancy names. The menu is available to view on the school intranet and is posted outside the servery daily.

The view of the effect of the Food Committee was divided with some pupils acknowledging changes and others more critical. Parental comments to the Inspector also raised the quality of the food as an issue.

Food sampled by the inspectors was variable. A limited salad selection was available lunchtimes and one evening meal was not very appetising in appearance or taste. There was a choice of beef chilli noodles or leek and vegetable casserole with mashed potato and green beans. Several boys were observed not to be eating this meal, some had taken bread and jam, others a piece of fruit or a hot drink. Some boarders reported to the inspectors that they would order some pizza to be delivered after Prep if they had enough money.

There are many opportunities for boarders to obtain food if they did not like the main meal served but this then depends on them having the funds to purchase it.

Meals are taken in the Great Hall that is also used as the venue for assembly, concerts, meetings and occasional classroom space. Long tables and chairs are set out in rows for taking meals, the Headmaster would like to have a venue designated solely for dining and of sufficient size to accommodate the whole school at once as currently meals are taken in sittings. There are times of queuing but year groups are staggered to reduce this. Some boarding staff spoke of their monitoring of some pupils with dietary issues.

As the boarders have provision for food in the boarding houses and the school shop, it is recommended that matrons and staff who run the school shop undergo some training in food handling and hygiene.

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**

Drinking water is available in every house and at mealtimes. Small kitchens are situated in each house containing a kettle, microwave, toaster and hot plates; some have a sandwich toaster too. Milk, bread and margarine are provided to each house and boarders can store their own foodstuffs in the fridges or cupboards.

There are many options to purchase food. The shop is well stocked for snacks and confectionary but also provides burgers, pizzas and toasted sandwiches. Matrons are renowned for making toasted sandwiches in some of the boarding houses. Boarders order pizzas to be delivered from nearby Henley and some pupils have arranged food delivery through Tesco Direct service.

At the request of boarders a water fountain was installed in the sports hall.

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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Fire drills take place in each boarding house once a term. Records seen during this inspection confirmed this and the boarders were clear of any necessary action to take. Particularly in one boarding house, located in an old building, each room has a designated Year 12 boarder to assist with any evacuation. The Deputy Headmaster has recently introduced a new system to record evacuations, which includes timings. These reports are monitored by the Deputy Headmaster and fed back to the Bursar to note any difficulties that occurred.

Records provided evidenced that fire systems and extinguishers are tested/checked weekly and emergency lighting tested monthly. External contractors visit to check the fire system and appliances. Records of contractor inspections were held centrally by the Estates Manager but after a discussion with the inspection team it was immediately arranged for additional copies to be held in each boarding house. The Estates manager should be commended for acting on this advice so promptly. Some training has been provided on the use of appliances but not many boarding house staff could confirm they had attended. It is recommended that this type of training is arranged for boarding staff with priority given to those who are resident.

There has not been a visit by the Fire Officer since May 2001 and it is recommended that this is arranged to provide advice on the changes of fire exits etc. The Estates manager is in the process of undertaking a Fire Risk Assessment for the whole site.

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

Key Findings and Evidence	Standard met?	9
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This standard does not apply to Shiplake College as no onerous demands were raised with or observed by the Inspectors.

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?	3
<p>During school holidays the premises are let to some organisations to run summer schools etc. The school confirmed that the contract with the organisation makes it clear that the school is not responsible for the supervision, welfare or protection of any children or young people. The estate and maintenance staff are involved in training the organisations on how to operate the fire alarm system and any equipment used.</p>		

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?	3
<p>The Health and Safety Committee is made up of representatives from science, sports, arts, catering, estates management, Combined Cadet Force (CCF) & Duke of Edinburgh, rowing etc. This committee approves risk assessments and typed copies are available in the marking room, the sports hall, the science laboratories and the bursar's office.</p> <p>The CCF operates within a risk management framework from the Ministry of Defence that is very detailed and comprehensive.</p> <p>School trips away from the site are risk assessed by the adult in charge. There was evidence of a trip that had been cancelled due to international events. The school has implemented changes to reduce risk as a result of assessments undertaken. A new coaching/rescue launch has been provided on the river, staff take it in turns to be on 'touchline duty' during rugby matches and each day a designated teacher is on duty for any emergency contactable by mobile phone with the number written clearly on a notice board at the entrance to the Great Hall and this is to be commended.</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

All boarders may have a daily newspaper delivered and there was evidence of newspapers in boarding houses. Common rooms have TV which is available at certain times and one house has Sky TV. Whilst Sky TV is not in every house it can be accessed by arranging to visit that particular boarding house at appropriate times.

The wide availability of internet access is excellent for boarders and well used and appreciated. There is a security system in place to prevent unsuitable sites being accessed. Only the older pupils can visit the local towns of Henley and Reading.

Transport is provided for weekend boarders who wish to visit a local supermarket on Sundays.

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

The arrangements for the supervision of boys outside teaching times is considered to be satisfactory in relation to the number, age and nature of the pupil population. The staff group in day to day contact with pupils includes adults of both genders. Cover for absent boarding staff due to illness or for other reasons appears to be well managed within boarding staff teams.

With the exception of College House at least two adults and one prefect are present in each boarding house during the mornings before lessons begin. During the evenings a tutor is supported by a prefect to supervise Prep and bedtimes with a resident Housemaster or resident tutor at hand if required. There appeared to be a heavy emphasis on the prefects to be aware of what was occurring in the house and report to the tutor.

Boarders are expected to sign themselves in and out of the boarding houses to assist staff in supervising their whereabouts; the Inspectors observed that monitoring could be more rigorously applied as some omissions were noted.

At weekends the Housemaster and resident tutor supervise the boarders; a duty member of staff is available throughout the day and helps to supervise a full programme of activities including a 'Tesco Run' and sporting activities. All duty staff are contactable via a mobile phone and are clearly indicated on a board located in the main porch.

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 are very clear rules relating to which boarder may be permitted to leave the school site without adult supervision and specific permission is required from the Housemasters. Movement around the site requires a self-signing in and out book in each house after supper. These records viewed by the inspectors were variable with some omissions.

Trips off site organised by the school are subject to a risk assessments and mobile phones are made available for emergency use. Boarders involved with CCF spoke of being adequately supervised and systems in place to contact adults in charge when out on excursions.

Gap students are not left alone in charge of boarders without a member of staff contactable on site or accompanying them when away from school. The Gap students at Shiplake College were very clear on the limits of their supervisory responsibilities.

All staff are required to undergo an external driving test before driving any minibus. They are then issued with a 'Safer Journey Planner' produced by the Royal Society for the Prevention of Accidents.

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

Each boarding house has at least one member of resident staff who is available to be called upon in the night. Resident staff are placed quite a distance away from some boarders in the older buildings and there is potential for their supervision to be less at night.

Some boarding houses use notice boards to indicate which staff are on duty. Resident staff have doorbells in order that boys can contact them easily if required.

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?**

2

Housemasters and tutors involved with boarding have written job descriptions and were clear about their responsibilities. There was no evidence of a job description relating to a resident member of staff who provided cover for the medical wing one night per week. One of the matrons interviewed by an Inspector said she did not have a job description.

Induction to boarding is down to the Housemasters some of whom have attended Boarding School Association (BSA) courses. Shiplake College generally appoints boarding staff from its teaching staff so there is already a familiarity with the ethos of the school.

Written guidance on child protection matters had been distributed though not all staff had received a briefing, merely the written procedure to read and digest for themselves. (See additional comments in Standard 3 of this report).

There are informal ad hoc arrangements for Housemasters to appraise boarding tutors individually and weekly meetings are held with all those involved with boarding to discuss pertinent issues. The Headmaster or his Deputy conduct staff development interviews with Housemasters every two years though there is no specific heading to look at boarding. It is recommended that the area of 'boarding' is given particular attention during any appraisal of Housemasters and that a formal system of appraisal is established for tutors and matrons.

Many experienced members of boarding staff had not attended any training specific to boarding for many years and it is recommended that this is considered to keep abreast of current issues.

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

The policies and practices adopted by Shiplake College are produced in the Common Room Handbook, which is given to each member of staff. In addition there is a document for Housemasters.

As referred to earlier in this report the Deputy Headmaster has plans to develop these documents to include updated guidance on child protection, anti-bullying, induction of all boarders and a statement of boarding principles and practice and this is to be commended.

There is a staff disciplinary procedure which includes the provision for precautionary suspension of staff where necessary pending any investigation or final decision following allegations.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>Discussions with both pupils and staff suggested that generally relationships were good. The Inspectors acknowledge that there will inevitably be differences between houses based on personalities. The questionnaires did not include references to undue favouritism or antipathy on the part of the adults, and indeed the results showed that pupils have a range of staff who they feel able to go to.</p> <p>The nature of College House providing for young men who maybe 18yrs old provokes some conflict with their role as a student versus a young adult but this was felt to be no more of an issue than most 18 year olds and their parents face in everyday life.</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>Lack of privacy was not raised with the inspectors as a major issue at Shiplake College. Welsh and Skipwith Houses have windows that do not have frosted glass in some toilet and changing areas.</p> <p>It was reported to the Inspectors that, whilst on duty, the matron in one house used the boys' washing facilities, which could compromise each other's privacy. It is recommended that alternative arrangements are made for matron's use.</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?	2
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The recruitment records of seven staff were examined at the inspection. In respect of five there were either returned CRB checks completed at enhanced level or evidence of a check carried out through the DfES prior to April 2002. In respect of the other two staff there was evidence that disclosure for police clearance had been authorised in August 2001 by the staff member but no evidence of the reply, the other anomaly related to a gap student from overseas.

Omissions in relation to staff recruitment against all the elements of Standard 38 largely related to staff records who had been employed for some time at Shiplake College. The Headmaster reported that interviews do take place but there was little evidence of any records made at the time of interview to evidence this. Likewise there was little evidence to suggest that any contact with referees is made for verification.

The Inspectors were informed of an incident where a member of catering staff had inappropriately approached some pupils during his first day of employment. Without being harmed in any way the boys reported this behaviour which led to the instant dismissal of this member of staff. In discussion with the catering manager responsible for the hiring of staff it was reported to the Inspector that references had not been taken up prior to appointment and only a verbal reference had been gathered by telephone.

It is recommended that the recruitment procedure is developed to adopt the detailed requirements of Standard 38. The Inspectors viewed the records of the recent appointment of the Deputy Headmaster and they fully met the requirements of Standard 38 apart from contact with referees and a written record of the interview.

Standard 39 (39.1 - 39.4)

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

Key Findings and Evidence

Standard met?

2

Personnel records for a visiting sports instructor did not have evidence of police clearance pre April 2002, it is understood that the member of staff is no longer employed at the school. The school needs to ensure that appropriate recruitment and checking takes place for all staff including visiting instructors.

Contractors working in the boarding houses are generally supervised by matrons or maintenance staff though there was no evidence of any written procedures for these circumstances.

The Inspectors did not observe any records as specified in Standard 39.4 and will pursue this matter with Shiplake College on a follow up visit.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

Boarding accommodation is generally adequately lit and ventilated, it is more difficult to control temperatures in the older buildings and the Inspector felt at least two radiators in Skipwith House that were too hot to touch.

The boarding houses are regularly cleaned by ancillary staff and the boys are expected to maintain the kitchen areas in their houses clean and tidy. Refurbishment is programmed according to priority; Skipwith and Burr House were showing significant signs of wear and tear and in need of redecoration. The furniture in communal areas is suitable for its purpose and in a reasonable condition.

College House has had teething problems of a new building but was observed by the Inspector to be very pleasant accommodation with good facilities.

Many houses make good use of notice boards for effective communication covering duty rotas, which adult is available, daily events and reporting fixture results etc.

Each house has a designated maintenance person for matrons and Housemasters to liaise with. Staff and pupils reported that repairs are tended to promptly.

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

Shiplake College is situated on the banks of the River Thames and a public footpath runs alongside the river. Despite this and the open nature of the campus efforts are being made to ensure security for boarders and staff. Each boarding house has a key pad for access with the codes planned for change each term though some reports suggested it is not this frequent. Inspectors found some doors to be open and not secure.

Maintenance and estate staff actively challenge visitors to the site and direct them to reception to obtain a visitors pass if they have a legitimate reason to be on site and this is to be commended. All staff are expected to provide their car details in order that unknown vehicles can be investigated. Communication between maintenance and estate staff is enhanced with the use of radios. Pupils are also actively encouraged to report any unknown people on site.

Members of the public use some sports facilities during some evenings and this increases the amount of strangers on site. These visits are restricted to the sports hall and squash courts and never used at the same time as pupils. It is recommended that a risk assessment is undertaken of the public on site using the sports facilities.

In discussions with pupils they felt safe and had no further suggestions to enhance security.

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?**

2

Some boarders reported that the beds provided are too small for the taller boys. A mixture of single, cabin and bunk beds are provided throughout the houses. Several Year 9 boys in Skipwith and Burr houses have bunk beds and the Welfare Inspection Report of October 1999 recommended that they were discontinued for boarders over 12 years of age. Not every bunk bed or cabin style bed had a ladder though the boarders were content to climb up and jump down. Some boarders who had ladders chose not to use them. Ladders were in use for cabin style beds purposely built at a height of approximately seven feet. These rooms were used by Year 12 pupils who were reported to like the style and those who don't like the style are able to have alternative rooms. The Inspector noted that there was very little storage space in some rooms and this view was supported by some pupils.

The sloping roofs in the new College House were reported to restrict space for some Year 13 pupils and some complained of the glass panels above the bedroom doors potentially compromising their privacy.

There were some temporary repairs evident such as duck tape over holes in walls and ceilings, it is anticipated that these will be repaired during a planned programme of refurbishment. There is a lot of personalisation in rooms with the use of posters and photographs and the school has guidance on acceptable images. The inspectors observed that boarders did not always follow the guidance and greater monitoring by staff is needed. Some images appeared to be in conflict with the school's stance on certain issues.

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

The provision for study is generally very good with facilities provided in each room and boys able to utilise personal laptops. The lighting under some cabin beds is poor and most pupils had personally arranged to provide a lamp. The lighting in the attic rooms of Burr House is positioned away from the desk areas and it is recommended that this is reviewed.

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?****2**

With the different boarding houses these facilities are variable. Improvements have been made to shower and toilet areas and plans are in place with the maintenance programme to improve the showers that are present in Welsh House.

With the exception of two boarding houses, facilities were of an acceptable standard. Welsh House has communal showers, non-frosted glass in toilet windows and facilities accessed by a female member of staff.

Skipwith House (the oldest building) has a bath in a very poor condition in the Sixth form landing and boarders reported that they choose not to use it. There is only one shower on the first floor and boys are expected to use the changing rooms in the basement as a bathroom. These facilities in the basement are very basic with poor heating, no frosted glass, and there is a hole in the window where an extractor fan used to be. The urinal area did not smell fresh despite having been recently cleaned. The boys using this facility have to travel through two floors with the ground floor incorporating the entrance to the Great Hall, the servery and the staff common room but despite these arrangements boarders seemed accepting of their facilities and did not raise them as a major issue with the Inspectors.

Many toilet areas did not provide hand drying facilities and it is recommended that the school ensure that this is rectified.

Standard 45 (45.1 - 45.3)**Suitable changing provision is provided for use by day.****Key Findings and Evidence****Standard met?****3**

Where it is not appropriate for boarders to change in their rooms suitable changing provision is available. (see additional comments in Standard 44)

Standard 46 (46.1 - 46.6)**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.****Key Findings and Evidence****Standard met?****4**

There are plenty of recreational areas at Shiplake College in boarding houses and on the campus both indoors and outdoors. A wide range of sports and facilities are offered such as, indoor sports hall, squash courts, playing fields, rowing, skateboard ramps and cycling. In addition there are opportunities for those interested in the Arts, such as a music room and a theatre.

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?

2

There are systems in place to report identified hazards at boarding house level through to feeding into the Health and Safety committee and reporting to the Board of Governors.

During the tour of boarding houses and the grounds the Inspectors observed several hazards and they are listed as follows;

Excessive heat from radiators unable to be controlled in Skipwith, flat B and room 216

Cleaning materials not securely stored

Old fridge in Skipwith, unhygienic with rusty shelving

Hot plates in use on top of microwave ovens

47kg Propane gas cylinders accessible to boarders in lobby of sports hall

Maintenance yard not locked nor had the ability to be secured as gates damaged

Compacter accessible to boarders and operable

Some windows without restrictors

Shattered glass evident on terrace near swimming pool

Non self-closing fire door in a corridor

The Inspectors acknowledge that the school took immediate action in relation to the fire door and the propane gas once alerted by the Inspectors. It is recommended that a risk assessment is undertaken on all windows above ground floor level and that the identified hazards listed above are addressed.

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 medical wing provides suitable accommodation for boarders when they are ill and there is provision for one bed to be isolated. Six beds are arranged in one room with adequate facilities. The medical wing is centrally located on the college site and provides specific times for medication administration four times per day.</p> <p>The school doctor holds a surgery every Monday and Thursday.</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>All bedding and clothing is laundered on the school premises. The boarders reported that this system appears to work well.</p> <p>College House can make use of the laundry system but generally prefer to do their own with the facilities provided in their accommodation.</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?	4
<p>The school shop is very well stocked with stationary items, toiletries and school uniform clothing. In addition there are trips to the local supermarket arranged on Sundays if the boarders should wish to buy other things.</p> <p>The school shop provides snacks and confectionary and has some seating available creating a café style venue where boarders can go in their free time.</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
<p>The school does not arrange lodgings for boarders.</p>		

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence

Standard met?

3

During the inspection the inspectors spoke with a group of pupils who had stayed away from the school premises on activity camps. The boarders felt well supported and secure at all times with enough staff available for them.

Accommodation was reported to be suitable and contact arrangements were made if they were to be away from staff for any length of time.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector Clare Davies **Signature** _____

Date _____

Second Inspector Ed Watkinson **Signature** _____

Date _____

BSPI Ian Quickfall **Signature** _____

Date _____

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

We would welcome comments on the content of this report relating to the Inspection conducted on 26th, 27th and 28th February 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>	YES
Comments were received from the Head	<input type="checkbox"/>	YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>	YES
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"/>	NO

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

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

Action plan was required	<input type="checkbox"/>	YES
Action plan was received at the point of publication	<input type="checkbox"/>	YES
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>	YES
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>	NO
Head has declined to provide an action plan	<input type="checkbox"/>	NO
Other:	<input type="checkbox"/>	NO

D.3 HEAD'S AGREEMENT

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

D.3.1 Iofconfirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the 26th, 27th and 28th February 2003 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 Iofam 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 26th, 27th and 28th February 2003 for the following reasons:

Print Name _____

Signature _____

Designation _____

Date _____

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S0000013050.V35333.R01

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