



Making Social Care
Better for People

inspection report

Boarding School

Kings College School

West Road
Cambridge
CB3 9DN

7th March 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

King's College School

Address

Kings College School, West Road, Cambridge, CB3 9DN

Tel No:

01223 365814

Fax No:

01223 461388

Email Address

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

Undefined Owner 01

Name of Head

Mr Nick Robinson

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

13/05/01

Date of Inspection Visit		7th March 2005	ID Code
Time of Inspection Visit		08:00 am	
Name of CSCI Inspector	1	Jacqui Barry	125443
Name of BSPI Inspector	2	Elizabeth Herringshaw	
Name of CSCI Inspector	3	Student Social Worker – Maureen Conroy-Brown	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR NICK ROBINSON	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

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 Kings College 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.

Kings College School is situated in the heart of Cambridge. The boarding accommodation is within the main school building providing adequate space for forty male boarders. Sixteen of the boarders are choristers and six are probationers.

The boarding house consisted of several shared dormitories. The House Master and his wife reside on the school site and the school's Matrons share sleep-in duties. There were other resident staff and three GAP students.

Outside of the full timetable, a range of in and outdoor activities were provided to boarders on and away from the school site. The boarding house was highly staffed at all times. Non-boarding staff supported the boarding function of the school.

The same expectations were placed upon choristers and non-choristers during the teaching day. The support and attention given to boarders was of high quality and the school are to be commended for their boarding practices.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- A full and experienced boarding house staff team
- Positive focus on supporting the collective and individual schedule of boarders and choristers
- Good relationships between staff and boarders
- Very positive and purposeful attitudes from boarders
- High standards of boarding accommodation
- Efficient and effective leadership and management

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The inspection team found no serious matters of concern requiring urgent attention. Several Recommendations and Advisory Recommendations were made following the inspection. Refer to pages 8 and 9 of this report for full details.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The overall conclusion was that boarders were well looked after by an experienced staff team who successfully safeguarded and promoted their welfare. Levels of care support were of a high standard and staff were mindful of the demanding schedule of boarders and choristers. There was clear leadership creating the necessary direction required to support boarding provision within the school. The school and its staff should be commended for their dedication and commitment to encouraging boarders and choristers to achieve their full potential.

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	It is recommended that an annual briefing be delivered to all staff on Child Protection, and to all new staff upon induction including ancillary staff.	30 th September 2005
2	BS5	It is recommended that a central complaint record be implemented as a reference point to assist with the monitoring of complaints.	30 th September 2005
3	BS12	It is recommended that boarders receive formal opportunities to express their views on boarding provision.	30 th June 2005
4	BS15	It is recommended that a central file be formulated for the recording of incidents and accidents for monitoring purposes.	30 th September 2005
5	BS15	Staff untrained to do so must not administer first aid (unless under the supervision of a qualified nurse or first aider).	9 th March 2005
6	BS19	It is recommended that the school listener/counsellor and the Commission for Social Care Inspection's telephone number be available to boarders.	30 th June 2005
7	BS23	It is recommended that the records detailed in Standard 23 be monitored formally at least twice a term.	30 th June 2005
8		It is recommended that all boarders, including flexi-boarders participate in fire drills.	30 th June 2005
9		It is recommended that the telephone number for the duty matron be given to year eight boarders to contact if out in an emergency.	30 th June 2005

10		It is recommended that risk assessments be developed for routine outings, such as daily chapel visits.	20 th June 2005
11		It is recommended that a formal induction process be introduced.	30 th September 2005

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	BS3	It is recommended that a second Child Protection Officer be appointed in the absence of the Senior Matron.
2	BS20	It is recommended that the school provide all boarders with a lockable space.
3	BS41	It is recommended that consideration be given to additional security to further deter public access to the boarding accommodation.

*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	NA
Individual interviews with pupil(s)	NO
Date of Inspection	07/03/05
Time of Inspection	09.00
Duration of Inspection (hrs.)	51.5
Number of Inspector Days spent on site	6

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

8

 TO

13

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

Boys	<table border="1" data-bbox="842 362 938 439"><tr><td>29</td></tr></table>	29
29		
Girls	<table border="1" data-bbox="842 443 938 519"><tr><td>0</td></tr></table>	0
0		
Total	<table border="1" data-bbox="842 546 938 622"><tr><td>29</td></tr></table>	29
29		
Number of separate Boarding Houses	<table border="1" data-bbox="842 627 938 703"><tr><td>1</td></tr></table>	1
1		

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)
- 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.

"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

Details about the school's statement of boarding principles and practice were contained in the prospectus and other documentation available to parents, prospective parents, boarders and staff. The information contained was up-to-date and provided a good initial overview of the operation and function of 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

The school's anti-bullying policy provided guidance to staff, parents and boarders on methods of preventing and dealing with bullying behaviours. It was not clear how widely circulated this policy was to boarders, although all those spoken to during the inspection understood that they should report such issues.

A mailbox system (known as a Bully Box) had been implemented to encourage boarders to report bullying to the Head Master. All boarders were aware of this system, although some chose not to use it. Boarders reporting having experienced bullying and were encouraged to refer their concerns to members of staff, or to use the Bully Box.

Peer support was observed to be very good and meetings with some boarder year groups were held either fortnightly or monthly, allowing opportunities to discuss concerns. Refer to National Minimum Standard (NMS) 12 for further related information.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

X

%

Standard 3 (3.1 – 3.9)		
The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	3
<p>The Senior Matron held responsibility as the Designated Child Protection Officer. The Senior Matron had recently attended a refresher child protection course and held a copy of the Area Child Protection Committee Procedure and the Department of Health's <i>Working Together to Safeguard Children</i> guidance. In addition, there was a comprehensive child protection policy in place.</p> <p>Child protection briefings were reported to have taken place and it is recommended that this be done at least annually and for all new staff upon induction including ancillary staff. It is further recommended that a second Designated Child Protection Officer be appointed in the absence of the Senior Matron.</p>		

Standard 4 (4.1 - 4.7)		
The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	3
<p>Behaviour and behaviour management within the school was impressive. There was a clear system within the boarding house based on rewarding positive behaviour. Difficult behaviour was also monitored and dealt with efficiently and effectively.</p> <p>The inspectors were impressed with the quality of relationships observed between all staff and boarders. There was an established and secure boarding community in which respect and courtesy were principles upheld at all times.</p>		

Standard 5 (5.1 - 5.7)		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>There was a clear policy and procedure for receiving and responding to complaints, which included referral to an independent panel in serious situations. Minor complaints were reported to be responded to by boarding and other staff promptly and informally.</p> <p>The Head Master confirmed that written complaints were responded to formally, in writing. It is recommended that the school implement a central system for the recording of complaints and their outcome as a point of reference, to assist with monitoring responsibilities referred to in NMS 23.</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 (PSHE) was covered within the curriculum. The school had developed a system for choristers to receive PSHE within their timetable.</p> <p>As a prep school for children up to the age of thirteen, there were no reported issues relating to alcohol, smoking or illegal substances.</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>Parents were expected to provide all relevant health information at the beginning of each academic year. A record was in place for each boarder containing relevant health and welfare information.</p> <p>Information relating to specific health and welfare needs was clearly recorded and available to those with a need to know that information. Records were kept with the date and reasons for boarder's visits to the sickbay.</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

The Head Master and Senior Management Team provided clear leadership and management of boarding aspect of the school. The Head Master reported regularly to the Board of Governors to monitor welfare provision in the school.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

4

A thorough and extensive disaster plan was in place. Evidence available during the inspection confirmed that recent events in the life of the school had been dealt with the utmost sensitivity. Boarders had been extremely well supported in difficult situations and the school should be commended for this.

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
<p>Boarding accommodation was provided to boys only and therefore precluded separation by gender. The accommodation was located in one building and division was organised by peer groups with a minor exception.</p> <p>Sleeping accommodation was of a high standard and was consistent throughout. The senior common room had been redecorated, with comfortable, good quality fixtures and fittings. There were no reported discrepancies in the principles and practice of boarding staff.</p>		

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
<p>A variety of structured activities were available to boarders, as well as free time. The chorister's schedule allowed less time for activities although the overall impression was that they enjoyed the privileges associated with their duties.</p> <p>GAP teachers and other staff used their skills and interests to offer choice to boarders to participate in a range of age appropriate in and outdoor activities. Younger boarders were supervised into Cambridge to purchase items once a week.</p>		

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
<p>Some boarders had opportunities to meet with the House Master to discuss a variety of issues. A school council had been introduced, although this was thought to have been unsuccessful due to there being frequent less formal opportunities for consultation. It is recommended that all boarders receive formal opportunities to express their views on relevant aspects of boarding provision.</p>		

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
There was no formal prefect system in place. The school had developed a 'buddy' system where year eight boarders working in pairs were allocated a junior form, performing a mentoring 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
<p>There was a clear procedure in place for boarders to express worries or complaints. It would be helpful if this procedure were prominently displayed around the boarding accommodation.</p> <p>The independent school listener/counsellor visited the school weekly and all boarders were aware that they could use this facility as a source of support and advice. Boarders were able to identify at least one member of staff to whom they could go with a concern.</p> <p>The introduction of a personal tutor system for choristers had been positive in monitoring their overall wellbeing and communication regarding welfare matters was reported to be informal, but sound.</p>		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

3

Two of the Matrons were trained in first aid and the third was due to attend a training course following the inspection. Staff untrained to do so must not administer first aid. The Senior Matron had maintained her nursing registration.

The team of Matrons provided twenty-four hour cover within the boarding house. Records relating to prescribed medication were in good order. Most boarders maintained registration with their own GP, although a Doctor visited the school once a week.

There was no central record of accidents or incidents and it is recommended that one be implemented for monitoring purposes. Parental consent for the administration of medicines had been obtained.

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
<p>The school's sickbay was located close to the Matron's office allowing for appropriate supervision. A bell had been installed in order that boarders could summon for assistance during the day and night if needed. In addition to the sickbay, an isolation room was available.</p>		

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	4
<p>The school had managed specific health and personal difficulties extremely well. There was good evidence that the relevant staff were aware of, and handled sensitively welfare issues.</p> <p>Work with external agencies and general good communication had been productive in achieving continuity of care between home and school for boarders.</p> <p>It is recommended relevant information relating to health and welfare issues is accessible to boarding staff with a need to know that information. A 'welfare plan' should be produced for boarders experiencing health and or personal difficulties to formalise existing arrangements.</p>		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>The inspector's overall impression was that the school had a harmonious and welcoming atmosphere. All boarders spoken to confirmed that they felt safe and well cared for.</p> <p>Evidence available confirmed that boarders were encouraged to achieve their individual potential with appropriate support and guidance. Ability and talent was promoted across the school and there were no observations of inappropriate discrimination.</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>Many boarders had their own mobile telephone which they could use to contact their significant others. Boarders confirmed that they could use the pay phone, which allowed for good privacy. The childLine was available to boarders and it is recommended that the school listener/counsellor and Commission for Social Care Inspection's telephone numbers be added to this list.</p> <p>Boarders reported being able to make calls and receive calls from the Matron's office within the boarding house. Each year group had a post tray to receive incoming mail and had an e-mail account. Boarding house staff confirmed that frequent contact with parents was maintained. The telephone number of the member of staff on duty in the boarding house should be available to year eight boarders when they leaving the site unsupervised.</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>The school had historically held pocket money for boarders, although this system was abolished due to the infrequency with which it was used. Some boarders had a lockable space in which to store personal possessions. It is recommended that the school ensure each boarder is provided with a lockable space.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>There was an excellent induction programme in place to introduce new boarders to the school involving overnight stays prior to full boarding. Suitable written information was sent to all parents informing them of boarding practices. There was a 'buddy' system in place, providing good support from older and more experienced boarders to new comers.</p>		

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

Standard 23 (23.1 - 23.4)		
The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
<p>There was no formal system in place for the monitoring of the records detailed in this Standard. However, the House Master reported being kept well informed of issues within the boarding house and had responded appropriately. Risk assessments were being developed and these, along with complaints, incidents and accidents should be monitored formally at least twice a term.</p>		

Standard 24 (24.1 - 24.8)		
Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	4
<p>The standard, quality and variety of food were excellent. A balanced diet was provided with a range of hot and cold, meat and vegetarian options. The meals the inspectors participated in were relaxed and sociable occasions. Boarders received appropriate supervision and dining room surroundings were bright and well decorated.</p> <p>Pupils with specific food allergies were extremely well catered for, with separate cutlery and crockery to avoid contamination. Catering staff reported up-to-date training and there were no recommendations arising for the last Environmental Health report carried out in March 2004.</p>		

Standard 25 (25.1 - 25.5)		
Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	4
<p>There was drinking water available in the boarding house as well as in the school dining room. The daily routine allowed for short breaks throughout where boarders had a drink and a snack. In the evening, fresh fruit, toast and cereal was available for older boarders after their prep.</p>		

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
----------------------------------	----------------------	----------

A comprehensive fire risk analysis had been produced covering all aspects of the school and boarding accommodation. The school's Bursar deemed the outcome of the report satisfactory.

The vast majority of boarders had participated in fire drills; flexi boarders must be included in fire drills. Records seen showed there had been quarterly fire alarm tests by outside contractors and fire drills had been held weekly.

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?	4
----------------------------------	----------------------	----------

As a chorister school, much of the timetabling and activities had been developed based around the schedule of the choristers. A great deal of care and planning had gone into the daily routine and timetabling provided for regular breaks.

Individual schedules were reported to be adapted from time-to-time and where required to meet individual chorister's needs. The application of flexibility and recognition in this way was wholly consistent with good child caring practices.

Staff knowledge of boarders' individual needs was impressive. Many of the choristers who answered the pre-inspection questionnaire commented that they had little free time during the week, although this was improved on weekends.

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
----------------------------------	----------------------	----------

This standard is 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?**

3

There were no high-risk activities, although choristers participated in a range of trips including some overseas tours. Staff organising trips were required to complete a full risk assessment.

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

There was a daily newspaper in the boarding house and in the library. Year eight boarders were allowed into Cambridge in pairs and went out under the supervision of an adult.

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

There was a high level of supervision in the boarding house at all times. Boarders knew who was on duty and when. The House Master remained responsible for choristers accommodated in the school over holiday periods for specific performances. There was a good gender mix of staff and backup was readily available if needed.

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 was appropriate supervision of choristers leaving the school site. The implementation of risk assessments for day-to-day excursions will formalise current working practices regarding safe staffing ratios and emergency backup protocols.

There was a signing in and out system in place for boarders, which was implemented in practice. GAP students confirmed that they were not left in charge of boarders without sufficient support from boarding staff.

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
<p>The Matrons shared sleep-in duties and could be summoned by boarders during the night. There were several resident staff within the boarding house and boarders confirmed that they could access adult assistance when required.</p>		

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
<p>Several personnel files were selected at random by the inspectors. There were some job descriptions in place, including that of the House Master. The Head Master confirmed that job descriptions were being developed and were available on the school's internal system.</p> <p>There was no formal induction programme for staff with boarding duties although in practice there had been introduction to the school and boarding provision. A new appraisal system had been implemented, based on peer appraisal and would ensure that staff had their performance assessed every two years.</p>		

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
<p>The boarding and Staff Handbook had been issued to all staff members and was reported to be available electronically. The Staff Handbook was comprehensive and covered all of the elements required by the Standard. It is recommended that a paper copy be located within the boarding house for ease of reference. Staff were clear about their responsibilities in relation to whistle-blowing and expressed confidence in raising concerns with the House or Head Master.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>The quality relationships observed between staff and boarders were excellent. The boarders reported that they felt safe and readily identified at least one staff member to whom they go with a concern. The inspectors were impressed by the positive attitude of the staff throughout the school and the way they related to boarders. The school are to be commended in this area of practice.</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>Year eight boarders felt that they were not always afforded their privacy they required and staff should be mindful of their needs and wishes. There were no other concerns raised regarding privacy.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	3
<p>The recruitment and vetting procedures for all staff was thorough and robust. References were in place on the randomly selected files. GAP students had undergone appropriate vetting and recruitment checks.</p>		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
<p>The Bursar held records of Criminal Records Bureau (CRB) checks centrally. The CRB checks seen prior to the inspection had been undertake at the required level.</p>		

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?

4

The boarding house and surrounding areas were immaculately clean and tidy, with sufficient lighting and ventilation. Some boarders complained that dormitories became uncomfortably hot during the night and it is suggested that duty boarding staff be alert to room temperatures.

The inspectors were impressed with the standard of boarding accommodation. Furniture was suitable to the numbers of boarders and fixtures and fittings had been well maintained. The school did not accommodate boarders with disabilities at the time of the inspection.

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

The school had a clear policy, which was implemented in practice on challenging strangers to the building. The school should consider means to further deter unauthorised access to the boarding accommodation. The school was protected by CCTV, which did not impinge on boarder's privacy.

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?	3
As stated elsewhere in this report, the standard of sleeping accommodation was very good. Dormitories were fresh and bright with individual space personalised. Boarders reported having adequate storage to store clothing and personal belongings.		

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
Boarder's prep was undertaken within the boarding house under the supervision of a member of staff. Facilities were suitable for their purpose.		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	4
Bathrooms and toilets had been refurbished and finished to a very high standard. There were no reported concerns regarding privacy afforded to boarders at times of washing and bathing. A well-managed timetable was in place to ensure that there were no excessive waiting periods for boarders to shower or bath.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
The school's changing facilities were available for use during the school day. This area was surprisingly clean, tidy and well ordered.		
Some boarders felt that the changing room was cramped, although the Head Master advised of the school's future plan for the extensive development of sporting facilities.		

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
A junior and senior common room were located within the boarding house along with two games rooms. The school had multiple outdoor areas and equipment for sporting pursuits and there was access to an IT room. Teaching, boarding or GAP staff supervised activities appropriately.		

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?	3
There were no obvious visible hazards within the school or boarding accommodation and all staff were involved in the process of updating risk assessments relating to their designated areas.		

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?	4
The standard of accommodation available for the separate care of ill boarders was excellent. In addition to the sickbay, there was a designated isolation room.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
With the exception of bedding, which was dealt with by outside contractors, boarder's clothing was laundered regularly on site and returned to individual shelves on the same day.		

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
Boarders were able to bring tuck into the boarding house and frequent trips into Cambridge provided sufficiently for those wishing to purchase items of choice. Boarding staff reported that parents would be contacted if boarders required specific items.		

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
This standard is not applicable.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
Staff organising trips away held responsibility for producing a risk assessment in accordance with the school's policy for risk assessment. Risk assessments for trips were not seen during the inspection.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **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 7th March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Many thanks to the Inspectors for the way in which this Inspection was carried out and for the helpful recommendations.

Action Plan is held on file and is available upon request.

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 15th April 2005, 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 _____ 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 NICHOLAS ROBINSON
Signature Nicholas Robinson
Designation HEADMASTER
Date 30th March 2005

Or

D.3.2 I _____ of _____ 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
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000015283.V203672.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source