



Champions for  
Social Care  
Improvement

# inspection report

Boarding School

## **Leys School**

Trumpington Road  
Cambridge  
CB2 2AD

24th May 2004

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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



**SCHOOL INFORMATION****Name of School**

Leys School

**Tel No:**

01223 508904

**Address**

Leys School, Trumpington Road, Cambridge, CB2 2AD

**Fax No:**

01223 505303

**Email Address****Name of Governing body, Person or Authority responsible for the school****Name of Head**

Rev J Barrett

**CSCI Classification**

Boarding School

**Type of school****Date of last boarding welfare inspection**

01.05.04

<b>Date of Inspection Visit</b>		24th May 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Lindsey Blickem	098780
<b>Name of CSCI Inspector</b>	<b>2</b>	Jacqui Barry	125443
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		ANDREW ERBY	

**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**

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**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 Leys School.

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## **BRIEF DESCRIPTION OF THE SERVICES PROVIDED.**

The Leys is an independent, co-educational school, established in 1875. It is situated in the centre of Cambridge, set back from the main road, within attractive and very well maintained grounds.

The Leys School offers boarding accommodation to pupils between the ages of eleven and eighteen years. Home boarders, remaining on the premises for organised prep after formal academic teaching are accepted, as are day pupils. There are approximately 540 pupils in total from within and outside of the United Kingdom.

There are eight boarding houses in total and all with one exception are located within the school's ground. Each house has a resident Housemaster or Housemistress and a resident assistant. Many of the houses had introduced a matron and there was team of academic staff allocated who provide support and supervision to boarders.

Most boarders had their own room. Where boarders shared, this arrangement worked well. Boarders had access to the school's academic and recreational facilities in the evenings and at weekends. There was a fantastic range of groups and activities for boarders to participate in outside of lessons.

The standard of boarding accommodation differed across houses and there was a rolling programme for refurbishment. Additional support was offered to boarders with specific welfare needs and international boarders.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The information available to boarders and parents about the operation of the school and the individual houses was good.

The school's approach to countering bullying was excellent and the child protection system was operating efficiently and effectively. The school's complaints system was clear and boarder's concerns were dealt with seriously and sensitively.

The school's PSHE programme was in full operation providing sound advice and guidance to boarders through the school curriculum. Relevant and current information on boarder's health and welfare needs was available in the pupil files.

The management and leadership within the school was exemplary. The Head teacher was particularly impressive and was a strong and effective leader whose pastoral and managerial approach was well balanced and thoroughly commendable.

The school was very good at responding to crises and the school's emergency response plan was excellent.

The range and diversity of activities available to boarders was excellent.

Boarders of all ages were given ample opportunity to contribute their views. The school's prefect system was operating well throughout the school. Boarders reported that they felt able and confident in approaching a member of staff with a concern or problem. The school's pastoral system was excellent.

The facilities and care provided by the schools medical centre was excellent.

The developments in the recording system for pupils who have specific educational needs were good.

The school was a harmonious environment with pupils able to pursue their own interests and beliefs with strong encouragement from staff. The chapel and chaplain provided boarders with an opportunity to grow spiritually and morally within the parameters of Christian ethics and values. The school encouraged boarders with specific cultural and religious beliefs to pursue their particular faith.

The school had constructive and open communication with the parents of boarders.

The process for inducting new pupils was effective and sound.

The monitoring of records within the school was generally good and efficient and the computerised system for recording and reviewing information was a very good asset to the school and developing well.

The food available to pupils was of a good standard and boarder's preferences were taken account of and responded to by the catering staff. The school's kitchen was efficient and served boarders well.

Risk assessments, emergency procedures and fire system check records were good throughout the school.



The supervision of boarders inside and outside school premises was good and staff were accessible to boarders at all times of the day and night.

Boarding staff were provided with good support by SMT in their boarding duties. There was clarity of role and appropriate guidance available to them. Staff were dedicated to their welfare duties and the relationships between staff and boarders were excellent.

The recruitment and vetting of staff was good and the records in place provided good evidence of the relevant checks being undertaken.

The standard of accommodation of houses that had been refurbishment was good. The rolling programme of refurbishment across the houses had been effective and appropriately prioritised. The school site was generally safe and secure and risk assessments for the entire school site were in place and reviewed regularly. Accommodation arranged for pupils for short stays was appropriately vetted and arranged in line with school procedure.

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The school should address the disparity across the houses in how and why punishments were administered to boarders.

The school should routinely provide feedback on the outcome of complaints made by boarders.

The school should continue to address notable discrepancies in the standard of accommodation across the houses.

The school should respond to the comments made by older boarders about not having enough 'town time'.

Younger pupils should have drinks and snacks available to them after activities.

The school's lone working policy should be more robustly implemented.

The school should ensure that verification of identification and the outcome of interviews of prospective staff are available on staff files.

Younger pupils should have better changing facilities available on the school site.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The inspection of The Leys School was conducted between the 24<sup>th</sup> and 28<sup>th</sup> May 2004 by two Inspectors. The methodology used during the inspection was as detailed in Part B of this reported.

The concluding summary of this report is that the Leys School provides excellent care to the boarders who stay there and the staff working in boarding are committed to the welfare of boarders and are capable and highly skilled professionals. The Senior Management Team provided excellent leadership within the school and the Head teacher was particularly impressive. The pupils within the school were extremely helpful, polite and courteous and this was a reflection on the way in which they were responded to by staff.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

<b>IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION</b>					

NA

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS4	'Punishments' should be applied consistently.	By 30.09.04

### 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	BS5	It is recommended that the outcome of complaints is made known to the complainant.
2	BS5	It is recommended that the contact details for the Commission for Social Care Inspection (CSCI) is available to boarders.
3	BS11	It is recommended that the school reviewing the amount of time boarders are allowed to spend in Cambridge.
4	BS25	It is recommended that the school consider making refreshments and snacks available to junior boarders following activities.
5	BS31	It is recommended that the school supply their policy on lone working/working with boarders of the opposite sex to the CSCI.
6	BS38	It is recommended that the school record more clearly the outcome of staff interviews and obtain verification of identification for personnel files.

7	BS44	It is recommended that lighting in the bathroom(s) in West house be improved.
8	BS47	It is recommended that the school review outdoor lighting around and between boarding accommodation.
9	BS17	Information contained on pupil files should be more accessible.
10	BS47	The school should undertake a site review of Dale House.

\*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	NO
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)	YES

Date of Inspection	24/05/04
Time of Inspection	09.30
Duration of Inspection (hrs.)	80
Number of Inspector Days spent on site	5

**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****FRO  
M**

11

**TO**

17

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

150

**Girls**

110

**Total**

260

**Number of separate Boarding Houses**

8

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

The school's statement of boarding principles and practice was outlined in the Prospectus and Current Information Booklet. Information covering the aims, criterion for admission, welfare support and religious observations presented a clear and accurate reflection of boarding practices.

### 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 is contained in the Rules, Regulations, Policies and Procedures (RRPP) handbook which is available to staff and boarders. The policy includes a definition of bullying, along with the procedures for reporting incidents to the identified persons. External supports including an Independent Listener and Counsellor were available to boarders where they felt unable to approach school staff.

Of the 248 boarders sampled prior to the inspection, 186 reported that they were never bullied, 12 reported that they were sometimes bullied and 1 reported that they were bullied most of the time. These statistics were further supported by those boarders spoken to and provide an excellent example of the positive and respectful relationships observed by the Inspectors. The degree of understanding and commitment by staff to counter bullying was praiseworthy.

**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

The school's policy on child protection was clear and robust and included the measures for reporting incidents in line with the local Area Child Protection Committee procedures. Staff and boarders were aware of the Deputy Head's role as the Designated Child Protection Officer for the school.

The response of the Head and Deputy Head in relation to a matter that arose during the course of the inspection was sensitive and extremely professional. Both demonstrated transparency and commitment to the formulation and implementation of an action plan.

**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

Boarders reported disparity in the circumstances that prompted different 'punishments' across boarding houses. This view was known by the Head Teacher and efforts to redress imbalances had been made with the development of a new protocol on discipline. The policy was to be formally approved by school Governors at the time of the inspection and will become operational in September 2004.

Of the 248 boarders sampled prior to the inspection, 131 reported that punishments were fair or very fair, 89 reported that punishments were average and 28 reported that punishments were unfair or very unfair. One method of punishment identified during the inspection was perceived to be unacceptable and the school agreed to withdraw this practice. Physical restraint is not used.

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school's complaints procedure is clearly set out in the RRPP handbook and available to boarders, parents and staff. In addition, information about making a complaint was prominently positioned within boarding houses.</p> <p>Boarders spoken to generally expressed confidence in approaching either their Housemaster or Housemistress, or other member of staff with any concerns, and felt that they would be listened to and taken seriously.</p> <p>The outcome of complaints should be made known to boarders, as should the role and contact details of the Commission for Social Care Inspection.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school's RRPP handbook contains information about countering risks to health such as alcohol, smoking and illegal substances. Staff and boarders were clear about the school's policy and procedures for dealing with health related issues.</p> <p>Some boarders over the age of sixteen years felt that greater leniency should be applied to them on matters such as smoking. This view was shared with the Head Teacher, although the school's commitment to the promotion of health remains.</p> <p>A full programme of Personal, Social and Health Education (PSHE) is taught from Year 7 to Sixth Form. The facility to provide professional intervention in relation to addiction would be made available where required.</p>		

<b>Standard 7 (7.1 - 7.5)</b> <b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The sample of boarder's health and welfare records, selected by the Inspectors, contained information about medical needs, parental consent to medical treatment and emergency contact details.</p> <p>Boarding staff were aware of specific health and welfare information relating to individual boarders. Nursing staff (based in the sanatorium) had access to health records, which were stored securely.</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?

4

The Head Teacher is responsible to school Governors for all matters relating to welfare and boarding provision. Within the Senior Management Team (SMT), roles and accountabilities were clearly defined.

Individually and collectively, members of the SMT held extensive experience of their respective roles and the success of the school was evident from the strong leadership and management.

### 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

The school has an excellent, comprehensive Emergency Response Plan, which covers a wide range of foreseeable major incidents and crises.

Previous unforeseen and predicted difficult situations had been handled sensitively and effectively, with boarder welfare of paramount consideration.

### 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

There were notable differences in standard of accommodation across boarding houses and a plan for the refurbishment of all houses was in place.

There was appropriate separation of boarders by age and gender with one exception, which  
Leys School

was brought to the attention of the SMT.

The general approach to boarding principles and practices was consistent, although the application of rules differed slightly.

**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

The range and diversity of supervised activities available to boarders were excellent. Sports and recreational activities were well timed and included use of the school's indoor and outdoor facilities.

Many Sixth Form boarders complained of not having adequate 'town time' (unsupervised access into Cambridge). This issue was known by the school and should be reviewed in light of the strength of feeling amongst pupils.

E-mail is used by all pupils and staff and provides a good source of communication between boarders and staff. All pupils have internet access and appropriate filters were in place.

**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

The school has a Junior and Senior Committee, which provide an opportunity for boarders to express their views on the operation of boarding provision.

Prefects meet with Housemasters/Housemistresses on a weekly basis and relevant information is shared regarding boarder's opinions.

Boarding house appraisals, which include discussions and a questionnaire to boarders, occur annually.

**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**

The prefect system generally operated well throughout the school. Prefects spoken to were clear about their role and had been provided with good support and induction by the school.

Housemasters and Mistresses relied on prefects appropriately and the role was largely beneficial to the running of the houses. Younger pupils reported having positive relationships with the prefects.

Prefects may issue 'marks' to boarders for rule breaking. The accumulation of three 'marks' prevents boarders from going into Cambridge for a week. With one exception referred to previously, boarders felt that 'punishments' set by prefects were reasonable.

**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**

Boarders are assigned a Tutor to whom they can go with a personal problem or concern. All boarders spoken to identified at least one member of staff they would approach with a difficulty. In addition, the school's Independent Listener can be contacted in confidence and Counselling is available where needed.

From the sample of boarders consulted prior to the inspection, most reported they would approach friends with a problem in the first instance, followed by their parents or carers, Housemaster/Mistress, Chaplain or Tutor. All staff members were aware of their pastoral duties and took their roles seriously.

## 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?

4

Three Nurses are employed to run the sanatorium 24 hours a day during term-time. Two surgeries operate each day, which boarders may attend for first aid treatment and illnesses. All medications which are stored securely, are administered by school Nurses.

A male and female Doctor are linked to the school and appointments can be made as required. The school reported that all boarding staff are provided with first aid emergency treatment training.

**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?****4**

Unwell boarders are supervised in the sanatorium and assistance from Nursing staff is available throughout the day and night during term-time.

Nursing staff were clearly experienced in their roles and emphasised nursing boarders back to health and not pressurising them to return to school until a full recovery had been made.

Parents and carers were reported to be informed when their child was unwell and they can choose to go home if wished. All boarders may receive visitors at appropriate times.

**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**

The pastoral care system is designed to support boarders with specific health and personal needs. There was evidence from discussions with boarders that help and assistance is available and offered where required, including external supports.

The Learning Support Coordinator was in the process of developing a new system for recording the details of pupils with specific educational needs. This was a positive step and will contain great benefits for collaborative working between academic and boarding staff when fully operational.

The school should consider making the information on pupil's files more accessible.

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The Equal Opportunities policy, contained in the RRPP handbook, describes the school's commitment to treating all pupils and staff in the same way, irrespective of gender, race and ethnic origin.</p> <p>International pupils are welcome to the school and excellent support is available via the 'English for Speakers of Other Languages' (ESOL) department. The school's population was culturally diverse and relationships observed between fellow boarders and staff appeared equal and respectful.</p> <p>The school had an extremely healthy approach to supporting boarders with specific cultural interests and beliefs. Specific dietary needs are catered for where required.</p>		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders had access to telephones within each house at appropriate times during the day. Privacy was reasonable. As stated elsewhere in this report, boarders had access to e-mail and the majority had their own mobile telephone. The ChildLine number was well publicised about the school.</p> <p>Boarding staff reported that relationships with parents and carers were sound. One parent who wrote to the Commission for Social Care Inspection confirmed that they had been kept well informed about their child's progress. Another parent reported their experience that school staff had been "...very open and extremely supportive".</p>		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Each boarder has a secure space in which to keep personal items and monies, although some chose not to use this facility. Pocket monies were held for younger boarders by the Housemaster/Housemistress and spending was monitored. The invoice system operated transparently.</p>		



<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The process of inducting new boarders into the school was well thought out and included written information for reference about school rules and expectations, and verbal guidance from academic and boarding staff. A 'Big Sister' or 'Buddy' scheme linking new boarders to those more experienced/prefects operated well and the pastoral approach provided boarders with appropriate and unobtrusive supervision.</p>		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school does not appoint guardians. Of the boarder files inspected, those with an identified guardian contained an agreement between the school, parent and appointed person as to the roles and responsibilities of each party.</p>		

<b>Standard 23 (23.1 - 23.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The Deputy Head monitored records of punishments at regular intervals. The school had developed its own computerised system, enabling staff to alert relevant internal individuals as to boarders progress or difficulties. This was an excellent example of good information sharing to track welfare issues and should be developed further.</p> <p>All academic staff had received basic training in risk assessment and were expected to complete an assessment prior to taking school trips and activities. Boarding houses had been individually assessed for risk and there was a system in place for monitoring incidents and accidents.</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?****3**

Breakfast, lunch and evening meals are provided Monday to Saturday, and brunch and an evening meal on Sundays. In addition, breakfast making facilities and supplies such as bread and milk are available in each house.

A wide variety of meal options were available from the dining hall, including a vegetarian choice and a range of vegetables and fresh salads. The Inspectors were impressed with the quality of food served.

From the sample of 248 boarders, 86 felt that the quality of food was very good or good, 104 felt that the food was average and 58 felt that the food was poor or very poor.

There was an acknowledgement from the SMT and catering staff that food preferences are subjective and a Food Committee was in place to secure and present the opinions of pupils regarding menus.

There was good evidence that consultation through the Food Committee, had been meaningful, and effected change.

**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 and snacks were available to boarders at reasonable times and the school shop was accessible during the day.

Younger boarders reported that they would like refreshments and snacks available after activities and games.

**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

Boarders and boarding staff were aware without exception of the emergency evacuation procedures. Fire drills had been conducted in each boarding house, usually at the beginning of term.

The centralised records relating to fire tests, safety checks and contractor's visits were clear and accessible. The emergency procedures in place were sound and well monitored.

**Standard 27 (27.1 - 27.3)**

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

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

3

Expectations and responsibilities placed on boarders were reasonable and did not adversely affect welfare.

**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

The school does not accommodate children other than pupils and therefore 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**

The school has developed a clear and robust system to assess high-risk activities. It is the responsibility of the individual planning a trip to produce a risk assessment and the school will not consider any proposal without one. Parental permission is sought where required.

The school's Health and Safety Representative reviews all risk assessments and offers guidance where required. High-risk activities are instructed and supervised by persons, either employed by the school or from external agencies with the correct qualifications.

**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**

As stated elsewhere in this report, some older boarders wished that they had more free time to spend in Cambridge. This was an area of tension between pupils and the school and the system should be reviewed giving consideration to the age of boarders.

The supervision of boarders during trips and outings was appropriate. Newspapers were available in each boarding house and there was appropriate access to terrestrial and sky television.

## 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 always a staff member available for students within the boarding houses. Pupils were provided with an appropriate level of supervision and the school had a good system of monitoring pupils both in and out of the school premises.

There was a reasonable mix of male and female staff working in each boarding house. The school had drafted a policy providing information for boarding staff in relation to lone working practices and when working with pupils of the opposite sex. This is to be supplied to the Commission for Social Care Inspection.

**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**

Staffing levels for organised trips are devised in line with guidance from the Department for Education and Skills (DfES). Boarders knew who to contact and how when away from the school site.

A signing in and out system was operated effectively in each house and the whereabouts of boarders was known at all times. Pupils who were given permission to be off site were monitored closely.

The school Marshal was responsible for maintaining school minibuses and training staff in safety procedures. Reputable companies are used where hire transport is required.

**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**

The staffing structure within each boarding staff comprised of a resident Housemaster/Mistress, Assistant Housemaster/Mistress, Duty staff and a Matron. Boarding staff worked a shift pattern to ensure appropriate supervision.

A tour of each house is undertaken by boarding staff every evening to confirm which pupils are present over night. A resident Housemaster/Mistress is present in each house at night for boarders to summon if needed.

**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

The job descriptions for Housemasters/Mistresses and Assistant Housemasters/Mistresses were clear and highlighted the responsibilities and accountabilities of each. In practice, the role of resident spouses is to engage in entertaining boarders and to offer emergency support.

Evidence gathered through discussions with boarding staff confirmed that members felt well supported by the SMT. The solid management structure within the school provided clarity to boarding staff about whom they could approach with a specific issue.

All staff had received an appraisal that incorporated discussion about boarding issues. There are frequent house appraisals and it was positive to note that appraisals will be extended to support staff in the future.

**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?**

4

The school's Common Room handbook and RRPP provided staff with extensive information about expectations placed upon them. The guidance included matters relating to child protection, anti-bullying and complaints as well as matters relating to the running of the school more generally.

The school had a clear and robust disciplinary procedure, which had been implemented appropriately where necessary. The Head, SMT and indeed all staff took their roles seriously in relation to pupil welfare and should be commended for their professionalism and dedication.

**Standard 36 (36.1 - 36.4)**

**There are sound staff/boarder relationships.**

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

4

The Inspectors were impressed by the quality of relationships between staff and boarders. Evidence gathered through direct observation and discussion highlighted that members of the school approached and addressed one another appropriately.

**Standard 37 (37.1 - 37.2)**

**Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.**

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

3

Many boarders had their own rooms. The shared larger rooms were confined to same sex boarders. There was appropriate separation of genders in sleeping areas.

One issue raised by a boarder regarding the separation of males and females was brought to the attention of the SMT to address. Generally, staff supervision of boarders respected privacy.

**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

The recruitment and vetting procedures (including Criminal Records Bureau checks) undertaken on staff since the last inspection had improved. The school should ensure the outcome of interviews is recorded more clearly and that verification of identification is present on staff files.

The SMT were clear about the schools responsibilities to ensure staff members are sufficiently vetted before they take up appointments within the school. A Human Resources officer was to be appointed which would benefit the school greatly.

**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

The majority of work undertaken by outside contractors takes place during school holiday periods when boarders are not present. The school monitors adults visiting boarding accommodation during term time.

The security of the grounds and premises are checked each evening. Closed Circuit Television operated around the school's grounds.



## 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

The boarding accommodation was adequately lit and ventilated. Refurbishment had been achieved in some houses and was finished to a high standard.

Boarders in Granta house complained that their accommodation was sometimes cold on winter mornings and residents in Granta and Dale protested about noise levels between the two houses. This was largely due to the unusual physical divide of the original building. Boarders were generally considerate of one another's needs.

Granta and West houses were in greatest need of redecoration and this was acknowledged by the SMT. The rolling programme of maintenance would address these issues.

The Head noted that the appointment of Matrons had made a significant contribution to the running arrangements within boarding accommodation.

<b>Standard 41 (41.1 - 41.8)</b> <b>Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarder's rooms are for their exclusive use. In some circumstances, boarders shared their accommodation with day boarders for study purposes.</p> <p>Keypads were in place on external doors, preventing entry from uninvited visitors. Invited guests were permitted into lounge and communal areas only.</p> <p>There is access to the public in certain areas of the school although this is monitored and as stated previously, CCTV is in place.</p>		

<b>Standard 42 (42.1 - 42.14)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Since the last inspection, there had been considerable reorganisation of the accommodation to reduce the numbers of boarders room sharing. This was a positive step and boarders did not raise concerns where rooms were shared.</p> <p>The size of rooms differed vastly within some and across the houses. However, there was a general acceptance that boarders with smaller accommodation would usually gain a larger room the following year.</p> <p>Boarders reported that they had adequate storage space and it was pleasing to see that individual accommodation was well personalised with photograph and posters, making it individual and homely.</p>		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was suitable provision for timetabled prep and private study. Prefects were responsible for supervising boarder's prep time and this arrangement appeared to work effectively.</p>		

**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?**

3

There were adequate toilet and washing facilities for boarders, although the quality of facilities varied across houses. This matter would be addressed through the school's maintenance programme.

The lighting in West House bathroom was insufficient for shaving and there should be routine testing for hot water. There were separate toilet facilities available for members of staff.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

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

3

Some of the younger pupils stated that they required better changing facilities. This was due to the location of their normal accommodation being off the main school site. All other boarders had access to changing facilities during the course of the day and in most circumstances, choose to use their own rooms for changing.

**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

Boarders had access to a wide range of indoor and outdoor recreational areas including common rooms, extensive sports facilities, the computer room and library. The communal areas within West house were in greatest need of redecoration and refurbishment and this was acknowledged by the SMT.

Many of the older boarders expressed dissatisfaction that the student bar was likely to close in the future (due to licensing legislation). A fabulous music centre was in the process of being built on the school grounds at the time of the inspection and many were excited about this.

**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

A Safety Officer and Fire Officer had been appointed since the last inspection to undertake risk assessments and check fire equipment.

Each house had been individually risk assessed. Restrictors were not in place on all windows, i.e. in Dale house and there should be a site review on this matter.

Indoor and outdoor areas generally appeared free from hazards. In the pre-inspection boarder survey, a number commented that outdoor lighting (around and between houses) could be improved.

**Standard 48 (48.1 - 48.4)**

**Suitable accommodation should be available for the separate care of boarders who are ill.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school's sanatorium provided good accommodation for unwell boarders to be looked after. There were a number of small rooms available in which pupils could be cared for on isolation if needed. Arrangements for supervision were appropriate during the day and night and television facilities and reading materials were available.		

**Standard 49 (49.1 - 49.3)**

**Adequate laundry provision is made for boarders' clothing and bedding.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school operated a consistent and very good laundry system throughout the school. Some boarders who chose to, were able to launder their own clothing.		

**Standard 50 (50.1 - 50.2)**

**Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school shop was well equipped with stocks of stationary and toiletries. Additionally, boarders had access to Cambridge town centre where these items could be purchased.		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
The school does not arrange long stay lodgings for boarders off site and this standard is therefore 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**

The school had an excellent system for the organisation of school trips that included consideration to the accommodation and welfare needs of pupils on residential school trips.

In circumstances where boarders are accommodated with families as part of exchange programmes, the staff members responsible for organising such trips take all reasonable steps to ensure the safety and welfare of pupils.

Filed trips would normally be held at approved centres and do not take place without a full risk assessment. The welfare needs of pupils on school trips were of primary concern.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**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 24<sup>th</sup> May 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are grateful for the trouble that was taken by the inspectors over this inspection; we appreciated the professionalism of the two inspectors in their preparation for, and conduct of the inspection. We found the process a positive and useful experience, and are pleased with the report and are delighted with the overall assessment of the school. We will take seriously the various recommendations made.

**Action Plan****Recommendations****1 Standard BS4**

- a) The Housemasters' meeting will undertake a review of disciplinary procedures to ensure a more even application of school discipline.
- b) The perceived leniency in the case of one house has already been addressed.

**Advisory Recommendation****1 Standard BS5**

We have revised our procedures to make sure that complainants are informed within a stated timescale of the outcome of the complaint.

**2 Standard BS5**

Contact details of CSCI will be made available to all boarders from the start of the Autumn term 2004.

**3 Standard BS11**

A review is already underway of the time allowed to boarders to visit the town.

**4 Standard BS25**

The school is exploring the possibility of making refreshments and snacks available to junior boarders in the afternoon, in addition to the existing availability of the tuck shop.

**5 Standard BS31**

The School's revised policy on members of staff working with the opposite sex has been sent to CSCI.

**6 Standard BS38**

The new HR Officer will have as part of his/her brief the fully recording of interviews and the verification of identity.

**7 Standard BS44**

The Burser has been asked to provide improved lighting in West House bathroom.

**8 Standard BS47**

The Burser has been asked to review outdoor lighting particularly in the vicinity of the boarding houses.

**9 Standard BS17**

The School is reviewing the filing system for pupils' information and making details about individual pupils more widely available as part of its review of the school database.

**10 Standard BS47**

The safety officer will review the provision of restrictors on windows, especially in Dale House

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

Head's comments/factual amendments were incorporated into the final inspection report

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

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 Please provide the Commission with a written Action Plan by 19<sup>th</sup> July 2004, 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

### **D.3 HEAD'S AGREEMENT**

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

**D.3.1 I J C A Barrett of Leys School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

<b>Print Name</b>	<u>JCA Barrett</u>
<b>Signature</b>	<u>John Barrett</u>
<b>Designation</b>	<u>Headmaster</u>
<b>Date</b>	<u>07.07.04</u>

**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:**

--

<b>Print Name</b>	<u></u>
<b>Signature</b>	<u></u>
<b>Designation</b>	<u></u>
<b>Date</b>	<u></u>

**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.