



Champions for
Social Care
Improvement

inspection report

Boarding School

Ripon Grammar School

Clotherholme Road

Ripon

North Yorkshire

HG4 2DG

3rd & 4th February 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**

Ripon Grammar School

Tel No:

01765 602647

Address

Clotherholme Road, Ripon, North Yorkshire, HG4 2DG

Fax No:**Email Address****Name of Governing body, Person or Authority responsible for the school**

North Yorkshire County Council

Name of Head

Mr A M Jones

NCSC Classification

Boarding School

Type of school

State Boarding School

Date of last boarding welfare inspection

03/11/99

Date of Inspection Visit		3rd February 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Mrs Chris Taylor	074539
Name of Boarding Sector Specialist Inspector (if applicable):		Dr Rodney Edrich	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
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 A JONES AND MRS J BELLAMY	

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INTRODUCTION TO REPORT AND INSPECTION

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

This document summarises the inspection findings of the NCSC in respect of Ripon Grammar 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.

Ripon Grammar School is a co-educational, selective grammar school with approximately 700 pupils. The two boarding houses can accommodate up to 100 pupils. School House has accommodation for up to 60 boys and Johnson House can accommodate up to 40 girls. Currently there are 55 boarders on roll. There are 43 weekly boarders and 12 termly boarders.

The school was founded in 1555 and is owned and operated by North Yorkshire County Council Local Education Authority. It has a Board of Governors. Mr Alan Jones is the head teacher and was appointed in 1992.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

There are many aspects of boarding welfare that the school does well, however the following are worthy of note:

Children who board at the school are happy and well cared for.

Children are cared for by a committed staff team who are supportive and helpful.

Boarding accommodation facilities are good and are beneficial in meeting the needs of children.

The standard of record keeping and record keeping systems in the school is good and is reflective of the school's ability to protect the welfare and happiness of each child.

The standard of behaviour within the school was impressive and the inspectors witnessed a mutual respect between fellow pupils and staff.

The quality of food provided in school is good and almost without exception children reported positively about the meals provided.

The response the school has made with regard to security issues is commendable, both in terms of practical arrangements and in responding to anxieties expressed by children and parents.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There were no major issues identified during this inspection which would improve the boarding welfare of the children and the following statements are presented as observations the school may wish to consider.

There are some inconsistencies between the two boarding houses with regard to the interpretation of house rules.

Staff accommodation within Johnson house could be improved and this may have an impact on future recruitment to the Senior House Mistress post.

Improvements could be made in communication between the school and parents of boarders.

The staffing issues with regard to senior house positions need to be resolved without delay.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This has been the first inspection against National Minimum Standards introduced from 1st April 2002 and the school clearly demonstrated a commitment to meeting these standards.

Generally the school were already aware of shortfalls identified in terms of the recommendations made. The absence of Senior house staff in both houses had some impact on boarding provision but the school has managed these unforeseen circumstances swiftly, effectively. The need to resolve this situation without delay was recognised.

The overall impression gained following the inspection is of a school that has a positive atmosphere and children who are well cared for by a team of committed staff. The children who board at the school enjoy a safe environment where their health and safety, personal and academic development is taken very seriously.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

[illegible]

YES

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 and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS15	Staff who administer medication should sign the administration record.	04/02/04
2.	BS15	A written protocol on the provision and administration of household remedies should be made.	01/05/04
3.	BS19	The pay phones available for boarders situated in Johnson House and School House should be made private.	01/05/04
4.	BS34	All boarding house staff should receive an annual appraisal	01/09/04

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.	BS12	The effectiveness of systems for securing boarders' views should be evaluated.
2.	BS14	The school should identify and make known the name of an independent listener.
3.	BS15	Given that the school doesn't employ a qualified nurse boarding staff should receive basic first aid training.

4.	BS38	The school should obtain copies of CRB checks for those staff who are employed by NYCC on a different site from the school.
5.	BS42	Pin boards beside bed space should be available for boarders in both Johnson and School House.
6	BS44	The school should consider a programme of refurbishment for the showers and toilets in Johnson House.
7.		Risk assessments should be carried out on exposed heating pipes in the sleeping accommodation in Johnson 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	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	NO
'Tracking' individual welfare arrangements	NO
Group discussion with boarders	YES
Group interviews with House staff teams	NO
Group discussion with ancillary staff	YES
Group discussion with Gap students	NA
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	03/02/04
Time of Inspection	09:30
Duration of Inspection (hrs.)	38
Number of Inspector Days spent on site	4

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

18

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

23

Girls

32

Total

55

Number of separate Boarding Houses

2

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"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 prospectus and boarders' handbook clearly indicates the principles, aims and organisation of the school together with an outline of the admission criteria, the boarding facilities and welfare support services. This information is given to all the parents of prospective boarders. The current version of the prospectus and handbook was seen and reflected the boarding practice observed during the inspection.		

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
There is a robust anti-bullying policy at the school and it was evident from discussions with the Headteacher and staff that it is taken very seriously. The Boarders' survey carried out in December 2003 identified an unusually high number of girls stating that they had or were experiencing bullying. However, from discussion with girls and female boarding staff during the inspection it became evident that this related to one specific incident which had been dealt with quickly and effectively. Indeed, both boys and girls who had the opportunity to talk to inspectors said that bullying was rare and they felt confident that if it should occur, they would report it to staff in the knowledge that it would be dealt with swiftly and effectively.		

The percentage below relates to information gathered during the inspection and not to information identified from the boarders' surveys.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	99	%
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Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

3

A copy of the local Area Child Protection Committee Procedures is available to all staff at the school and in addition the staff handbook contains a detailed process for all staff to follow internally should there be any suspicion or incident of abuse occurring at the school. The deputy head teacher is the designated child protection officer and in her absence the head would assume responsibility. Boarding and ancillary staff who are employed at the school confirmed that they had undertaken training and been issued with written guidance with regard to child protection issues and procedures.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

The school 's Code Of Conduct was seen and this document emphasises the need for a high standard of self-discipline and behaviour. There is an expectation that pupils show "commitment, courtesy and consideration for others," the experience of the inspectors was that this is achieved and is the norm. A record is kept of any misdemeanour and the sanction issued. The most common form of punishment for any misdemeanour is "gating" and completion of routines tasks related to service within the community. Children confirmed that sanctions are fair and meaningful and there was no evidence of excessive punishments.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence**Standard met?**

3

The complaints policy was seen and clearly outlines the procedure if any child or parent wished to lodge a formal complaint. Only one complaint has been received since the previous inspection and this was responded to and resolved appropriately.

Number of complaints, if any, received by NCSC about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence**Standard met?**

3

The school has a policy on personal and health education to provide age appropriate advice and guidance to the children on various health related topics including drugs, alcohol and smoking misuse. In the main the PSHCE scheme is delivered as part of the school curriculum and involves form tutors, the visiting school nurse and specialist organisations.

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**

Boarding house staff maintain detailed records with regard to each child's health and welfare needs and a selection of these were seen. The records, contained relevant health and medical information and contact details should an emergency occur. The records are kept in a secure medical room and access is only permitted to those staff who are authorised

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 teacher is accountable to a Board of Governors who provide an appropriate range of expertise. In addition there is a Governors' Boarding Committee which reports to the Finance Committee and Board of Governors. Board meetings are attended by the head teacher and chair of the Boarding Committee where all aspects of the day-to-day issues affecting the school are discussed and the performance of the school is monitored.

The senior housemaster and mistress are line managed by the deputy head teacher who has overall responsibility for boarding provision. They in turn line-manage house staff in Johnson and School House.

For many years staffing within the boarding houses has been stable, however, recently there have been difficulties with senior house staff positions. Ways of resolving these issues are being considered and it is important to note the school's success in maintaining boarding provision with a minimum of disruption throughout this difficult period. This is a reflection of the support systems and leadership skills of senior staff.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The headteacher designates responsibility for managing the health and safety procedures for the school. The school has a crisis management plan which was seen and is available to all staff in the staff handbook. Crisis plans include responses to a range of foreseeable major incidents such as fires, outbreaks of illness, allegations or significant accidents.

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**

The children live in two separate houses. The accommodation for the boys is provided in School House is located partly in the original Georgian and Victorian areas of the school. The girls' accommodation is provided in Johnson House which was purpose built in the late 1960's. Johnson House is situated away from the main school. Children are supervised by staff are always on duty when children are involved in activities within the houses or, when asleep. This was confirmed by the duty roster and from speaking to children. Although inspectors felt there to be some differences in interpreting the "rules" for both boarding houses there was no evidence to indicate any major or inappropriate discrepancies in principles or practice of boarding between them.

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**

Various evening and weekend activities are organised by staff. Enthusiasm for these activities was varied and could be attributed to the time of year the inspection took place, certainly in general discussion children agreed that the facilities available were good and in the summer the grounds and tennis courts can be used. Weekend trips to the cinema, shopping and leisure centres are enjoyed.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?****2**

The previous inspection of boarding and welfare in 1999 made a recommendation that the school should consider formal means to obtain boarders' views. The school set up boarders forum meetings in order to provide children with an opportunity to contribute their views and influence boarding provision. The minutes of these meetings were available and their content that the forum's aims were being met. However, children said that they did not find the forum meetings useful and saw them simply as information giving sessions. The school were advised that the effectiveness of systems for securing boarders' views should be evaluated.

See advisory recommendation from this inspection No 1.

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?	9
The school does not operate a prefect system within the boarding provision of the school.		

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?	2
<p>Lists of useful agencies such as Child Line and Pupil Support were available next to public telephones and in the boarders' Induction Booklet. The school has recently introduced a Peer Listening Scheme whereby some pupils are trained listeners; such pupils are identified by wearing a green ribbon. Children clearly identified people they felt they could go to about any concerns.</p> <p>The absence of an Independent Listener is attributed to a recent resignation the school were advised to rectify this.</p> <p>See advisory recommended action from this inspection No 1.</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?

1

The school has effective arrangements to secure medical, dental and optical attention for the children who board. House staff hold surgeries before and after school and emergency arrangements can be made to see the GP or attend the local Accident and Emergency Unit.

Records are maintained of medication, accidents, illness, and these were seen. Children's records contained the appropriate consent forms signed by parents for the school to seek treatment for individual children where required.

Boarding houses hold small amounts of household remedies. When these are administered the signature of the staff member is not recorded. The school is advised to implement this with immediate effect.

See recommended action from this inspection No 1.

The school has a written protocol on the provision of household remedies but this does not extend to boarding provision.

See recommended action from this inspection No 2.

Given that the school does not employ a qualified nurse the school is advised that all

boarding house staff receive training in basic first aid.

See advisory recommendation from this inspection No 3.

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

Children who are ill stay in two dedicated sick rooms situated in each boarding house. A member of staff is on hand to care for and comfort them. If a child needed monitoring during the night then house staff would undertake regular observation.

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

House staff who met with the inspectors were very clear about their duty of care for any child who might have a personal problem or specific welfare need. They confirmed that the information would be included in the child's file and they would ensure that any support or extra services would be provided. Staff gave examples of how issues of homesickness are dealt with and it was evident from the discussion that any issue would be dealt with discreetly and with sensitivity.

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

The headteacher was very clear about the ethos of the school being a place where all the children are treated equally irrespective of gender or cultural background. The opportunity to provide boarding promotes diversity within the school community. The school has in place an equal opportunities policy.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence

Standard met?

3

Children have access to a pay phone and confirmed that they have unrestricted access to this, however, some felt that there was not enough privacy when using the phone and it was suggested that a hood be installed over the phone to cut down on exterior noise and enhance privacy. Most children have access to personal mobile phones and e-mail. Children are encouraged to maintain contact with parents, relatives and friends. Parents and relatives are welcome to visit children during the week after school. The pay phones available for boarders situated in Johnson and School House should be made private.

See recommended action from this inspection No 3.

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

The school ensures that reasonable protection is provided for children's personal possessions. Pocket money is handed into the school at the beginning of term/week and this money is kept securely in school. Children request pocket money and sign for its receipt. Each child is provided with a lockable facility.

Standard 21 (21.1 - 21.3)

There is an appropriate process of induction and guidance for new boarders.

Key Findings and Evidence**Standard met?**

3

New boarders are issued with an Induction Booklet and Boarders Handbook. A Buddy scheme has recently been introduced whereby older boarders are given the remit to support younger children particularly in the early days of boarding. Younger children said they found the scheme helpful.

Standard 22 (22.1 - 22.4)

Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.

Key Findings and Evidence**Standard met?**

9

The school does not appoint adult guardians.

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence**Standard met?**

3

The headteacher takes ultimate responsibility for monitoring the risk assessment records, punishments, complaints and accident records. However he delegates these responsibilities appropriately with systems in place for monitoring and reporting back.

All the records above were examined and found to be very clear and well maintained.

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

Catering within the school and boarding provision is provided via external tender by North Yorkshire Catering. Without exception children confirmed that they enjoyed the meals prepared by the catering staff. The menus examined indicated that meals are balanced nutritionally with choice and vegetarian options available. The meals taken during the inspection were found to be tasty and in sufficient quantity.

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

Children have access to drinking water and snacks at all break times and this was confirmed by the children and from observation during the inspection.

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

The school has a fire evacuation and fire safety procedures. Checks on the emergency lighting, fire alarms and fire fighting equipment are frequently made. Staff and children are clear about their responsibilities in the event of a fire emergency and demonstrated clear understanding of evacuation procedures. Regular drills are carried out and records confirming these drills were seen.

Standard 27 (27.1 - 27.3)

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

Key Findings and Evidence**Standard met?**

9

The school does not place any unusual or especially onerous demands on boarders.

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
No other children accommodated at this school.		

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 member of staff with delegated responsibility for health and safety in the school ensures risk assessments are carried out and adhered to. A sample of risk assessments indicated that in relation to any high-risk activity all reasonable measures would be taken to minimise unnecessary risks. It is the policy of the school to insist that all high-risk activities are managed and supervised by adults holding the appropriate qualifications issued by a national governing body or association, for the sport or activity concerned.		

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
Children are encouraged to participate in appropriate community activities such as joining the local library, locally organised activities and extra curricular activities such as Duke of Edinburgh Award. Some of the older children have Saturday jobs in the local town.		

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

A duty rota is in place to ensure that staff are available for the supervision of children during the early mornings, during evening prep time and outside prep time and at weekends. The levels of staff on duty during the inspection were found to be satisfactory. Staff were observed going about their duties monitoring the activities of the children out of class time, and doing so in an efficient manner.

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

Staff confirmed that an appropriate member of staff always accompanies any children staying away from the school. Overnight stays are in compliance with DfES guidance on minimum ratios and would include risk assessment.

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

Senior house staff live on the premises and a member of house staff sleeps overnight in quarters which are close to children's sleeping accommodation. In addition the caretaker lives within the grounds. There are formal systems to ensure staff are aware of children's whereabouts including signing in and out books and the requirement to inform/seek permission to be absent from the house.

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?**

1

All boarding house staff have job descriptions which include statements as to whom each individual is accountable. New staff undergo induction when they take up their post at the school: these records were seen. Included in induction is training and guidance with regard to child protection. Some boarding staff reported attending specific training arranged by the Boarding Schools' Association. Staff meetings are held regularly and there is a daily handover meeting to ensure the smooth running of the boarding houses. Although there is a staff appraisal system for academic staff this does not extend to boarding house staff.

See recommended action from this inspection No 4.

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

A staff handbook is issued to all staff, this procedure was confirmed by those who were spoken to. The handbook clearly outlines the school's approach to boarding, and the safeguarding and promotion of the children's welfare. Included in this handbook is guidance with regard to child protection, anti bullying and permitted sanctions in the event of misdemeanour.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

3

Observation of the interaction between staff and children was positive. In discussion with children it was apparent that recent staff changes had had an impact, particularly for the girls. However, children spoke fondly of existing staff and the general view was that staff are kind and understanding.

Standard 37 (37.1 - 37.2)

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

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

Throughout the inspection there was no evidence to suggest that staff are intrusive or the privacy of boarders is compromised. Discussion with staff indicated an understanding of the care needed in order to be aware of the activity of boarders within the House whilst respecting 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?****2**

The school operates a thorough equal opportunities recruitment procedure for all staff. Sampling of staff records indicated that written application forms and two written references are obtained. CRB clearance is obtained except where the staff member has already obtained CRB in a different capacity within North Yorkshire County Council. In this instance the school was advised to obtain a copy of the CRB.

See advisory recommendation from this inspection No 4.

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**

There was evidence based on interviews with key staff, which confirmed that all adults visiting the school are kept under sufficient staff supervision to prevent substantial unsupervised access to boarders or their accommodation.

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 in School and Johnson House was seen; both were adequately heated with good lighting and ventilation. All areas within the boarding part of the school were clean and well maintained: the standard of decoration was good and furnishings comfortable; the only exception being the showers and toilets in Johnson House.

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

There have been some problems with security due to the size of the school grounds, however the school has worked hard to improve security. All external doors are fitted with keypad locks and external security lighting and CCTV are provided. Windows are fitted with restrictors to ensure security and adequate ventilation.

Standard 42 (42.1 - 42.14)

Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence**Standard met?****2**

The sleeping accommodation was seen in both School and Johnson House. Due to the age of the building School House has larger rooms. Boys who share space are encouraged to personalise their bed space and are provided with adequate furniture for the storage of clothes and lockable facilities for the security of possessions. Sixth formers have single study/bedrooms.

Johnson House was purpose built in the 1960s. Shared rooms have a central column that partially divides sleeping areas which the girls are encouraged to personalise. Girls did say that sleeping accommodation felt cramped and there was a lack of space to store possessions. The sleeping accommodation does, however, meet with recommended requirements. The head girl has a single room and senior girls share double rooms with separate sleeping areas and wash hand basin facilities.

Inspectors commented that the addition of large pin boards in each child's sleeping area would be beneficial.

See advisory recommendation from this inspection No 5.

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**

There is suitable provision for boarders to carry out prep in silence and without interruption. Senior pupils had private study rooms with individual desks and storage facilities. These rooms are appropriately lit and have a window to allow natural light.

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?****2**

The toilet and shower/ washing facilities in both houses were seen and in School House found to be clean and hygienically maintained. Without exception girls complained about the toilet and shower facilities in Johnson House stating that toilets lacked privacy, toilets and baths, because of age, did not feel clean and showers were of poor quality. Inspectors acknowledged the comments made by girl boarders and advise that the school consider a programme of refurbishment for the showers and toilets in Johnson House.

See advisory recommendation from this inspection No 6.

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

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
There is a range and choice of common rooms and other recreational areas available to children outside school time, during the evenings and weekends. The school has extensive playing fields to cater for most outdoor sports. A heated swimming pool and a modern sports hall and gym complement the recreational facilities available to children.		

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
<p>The sleeping, living and recreational areas, and the school grounds, were observed to be free from any significant hazards to the safety of boarders. There was some unguarded hot water pipes located close to boarders' beds in Johnson House. The school was advised to carry out risk assessments with regard to these pipes.</p> <p>See advisory recommendation from this inspection No 6.</p> <p>All windows in each of the buildings that were inspected had been fitted with window restrictors or safety bars. The Health and Safety policy was seen and staff are familiar with this. There is a member of staff designated with responsible for all aspects of Health and Safety who maintains a detailed record of risk assessments that have been carried out to identify and reduce risk for both day and boarding pupils.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
The school provides two designated sick rooms that are separated from the main boarding areas, one located in each of the boarding houses. The rooms were seen and judged to be adequate in size and comfortable for the children. The rooms were in close proximity to staff accommodation.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The school manages a full laundry service and employs a group of staff to ensure that the bedding and clothing for children are cleaned. The facilities were seen, and the system for ensuring that each child has her own clothing, works well. There is a domestic washing machine situated in Johnson House. Children confirmed that they did not experience any significant problems over the return of their clothing after laundering.		

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
The school does not have a school shop but children are permitted to go into the town centre and the local Post Office.		

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
The school does not make use of any lodgings.		

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 confirmed that all accommodation used off school premises on a short-term basis is checked out by an appropriate member of staff and a risk assessment completed. The assessment covers the suitability of the accommodation, sleeping arrangements, safety concerns, washing and bathing facilities, telephone availability, the qualifications of instructors at the centre and the equipment provided for the designated activities. It was further stated that when children are staying in accommodation away from the school an adult member of the school staff always accompanies them. The measures taken clearly demonstrated that all reasonable steps are taken to safeguard and promote the welfare of the children. A selection of the risk assessments were seen.		

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Not Applicable

Lay AssessorN/A**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 3rd February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

After the 'false start' last year (when the school had to resist a proposal for an inspection to go ahead without involvement of a BSPI and without a pre-inspection visit) we were pleased with the conduct of the delayed inspection and with the reasonableness of the report.

We found the pre-inspection visit useful and felt that appropriate steps were taken to address the possible complications resulting in a late change in inspection personnel.

We felt that the exercise was thorough, within the available timescale, and well informed. The inspectors were professional and approachable. Ample time was, quite properly, given to listening to boarders but relevant members of staff felt that they too had a fair hearing.

A pleasing balance was struck between the scrutiny of important details and a grasp of the bigger picture. The school felt that its ethos and procedures were understood and this created a positive climate within which there could be purposeful dialogue about possible areas which needed to be addressed.

The experience and judgement of the inspectors was well received and, again, leant authority to their observations. Sensitive issues were addressed appropriately and issues raised by boarders and their parents were duly investigated. Where necessary, questioning of the school was sharp, while judgements were balanced and valid.

We felt that the findings of the report were fair and accurate, and that minor issues raised over wording of the report were addressed reasonably.

Our only two concerns were: 1) We were not made aware of the four- point grading system, let alone the particular grades awarded, until the report arrived in school. The process was never mentioned by the inspectors. 2) The report and our follow up discussions would seem to suggest the Grade 4 is so rarely used that, in effect, there is only a 3 point scale being used by inspection teams in the great majority of cases. We feel that this should be addressed nationally.

In conclusion, the school felt that the inspection was a worthwhile exercise. Professionally conducted, and provided useful pointers to the effective running and development of our boarding facilities. We wish to thank the National Care Standards Commission for their co-operation.

Action taken by the NCSC 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

YES

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.

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>

NO

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 _____

Signature

Designation

Date _____

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.