



Making Social Care  
Better for People

# inspection report

**BOARDING SCHOOL**

**Colchester Royal Grammar School**

**Lexden Road  
Colchester  
Essex  
CO3 3ND**

*Lead Inspector*  
David Downes

*Key Announced Inspection*  
31st October 2006      09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Accommodation of Students under Eighteen by Further Education Colleges*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SCHOOL INFORMATION

<b>Name of school</b>	Colchester Royal Grammar School
<b>Address</b>	Lexden Road Colchester Essex CO3 3ND
<b>Telephone number</b>	01206 509100
<b>Fax number</b>	01206 509101
<b>Email address</b>	info@crgs.co.uk
<b>Provider Web address</b>	www.crgs.co.uk
<b>Name of Governing body, Person or Authority responsible for the school</b>	Colchester Royal Grammar School
<b>Name of Head</b>	Mr K L Jenkinson
<b>Name of Head of Boarding</b>	Mr R Flanagan
<b>Age range of boarding pupils</b>	16 - 18
<b>Date of last welfare inspection</b>	Full boarding welfare inspection 16/10/02 Annual visit 27/02/04

## **Brief Description of the School:**

Colchester Royal Grammar School is an academically selective, maintained school with Foundation status. The school caters for boys aged 11 - 18 and both boys and girls in the Sixth Form. Boarding provision is now exclusively for Sixth Form boys.

Boarders attend the school on a weekly or full-time (termly) basis. Of the thirty boys who were boarding at the time of the inspection, two were weekly boarders and the remainder were full-time boarders from overseas. The accommodation is provided in two houses, School House and Gilbert House, both of which are situated on the main school site. School House has accommodation for thirteen boys and Gilbert House accommodates seventeen boys, in a mixture of single and double rooms.

The school has six boarding staff, five of whom are resident, including the Boarding Manager.

The school is located close to Colchester town centre. The school's facilities include a common room and games room, extensive playing fields and, in the summer months, an open-air swimming pool.

# SUMMARY

This is an overview of what the inspector found during the inspection.

This announced boarding welfare inspection covered all of the key National Minimum Standards (NMS) identified by the Commission and some other Standards were also assessed.

As all of the boarders at the school were over 16 years of age, the NMS for Further Education Colleges were used for this inspection.

This summary has been written in a style that is suitable for young people to read and will be produced as a separate document for boarders.

Before the inspection, boarders were given the opportunity to complete a questionnaire to give the inspector their views about boarding at the school. Twelve boarders filled in the questionnaire.

The inspector, David Downes, visited the school for the day on 31st October, arriving in the morning and staying until early evening. The inspector visited the school again on 6<sup>th</sup> November to complete the inspection and to give feedback to the Headmaster.

On 31<sup>st</sup> October, the inspector joined the boarders for lunch and supper and spent time talking with them about the school.

The inspector also:

- spoke with the Headmaster, the Boarding Manager, the boarding house staff and other members of staff who help to look after boarders
- looked at some records
- talked with a group of boarders
- watched how the boarders and staff got along together
- toured the boarding accommodation
- looked at other parts of the school where boarders spend their leisure time.

The school provided written information for the inspection. The inspector also received letters from the parents of two boarders and from the Chair of Governors, Environmental Health, the Fire Service and the School Doctor.

The inspector would like to thank the Headmaster, staff and boarders for their hospitality and for their help with the inspection.

## **What the school does well:**

These are some of the good things that the inspector found out:

- Boarders are well looked after and feel safe. Staff are committed to providing boarders with a safe environment and a very good level of personal support.
- The boarding houses are well organised and there are plenty of staff to look after boarders.
- Relationships between staff and boarders are friendly and respectful
- Boarders get on well together in the relaxed and friendly atmosphere of the boarding houses. Boarders' behaviour is extremely good.
- Boarders have a variety of opportunities to express their views about the operation of boarding, including through the Boarding Council.
- Both of the boarding houses are comfortable, homely and clean.
- Boarders were able to name a variety of people to whom they could talk about any worries or concerns.
- The quality and choice of food offers boarders a balanced diet. Boarders are able to express their views about the school's catering.

## **Comments made by boarders in their questionnaires included:**

"Good facilities, responsible staff who are also very kind, and comfortable atmosphere."

"The life here is quite happy, I would say. The food is OK and we are receiving very good care."

"Boarding staff are very friendly and they strive to give us the best possible boarding experience."

"The whole boarding house is very clean and tidy." "It's a great place."

"The rooms are large enough and we have plenty of space to use."

## **Comments received from parents:**

Two parents contacted the inspector to say that they were very satisfied with the boarding arrangements.

## **What has improved since the last inspection?**

- The school obtains better information from parents about the health and welfare of new boarders, which means that the staff are able to look after boarders well.
- There is a new common room for boarders, with good facilities, and a new laundry.
- The school has updated the handbooks and other sources of information about boarding for students and their parents.
- Induction for new boarders includes a 'buddy' system to help them to settle in.
- The annual appraisal system now includes all boarding staff.
- All students in the upper sixth have single study bedrooms.
- Apart from the Library, the accommodation in School House is now exclusively used by boarders.

## **What they could do better:**

- The school needs to make sure that all of the required checks are always completed before new staff start working at the school. This helps to ensure that people are suitable to work with students.
- The student protection policy should include some additional details about what staff need to do if they have any concerns that need to be referred to someone outside the school.
- The school should keep a record of any medicines that it holds for use by boarders.
- A bathroom in School House needs to be redecorated to make it more pleasant for boarders to use.



Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

- Under-age drinking, substance abuse and possession of obscene material by students are appropriately countered.(NMS 6)
- Students receive first aid and health care as necessary.(NMS 14)
- Students are adequately supervised when ill.(NMS 15)
- Students are supported in relation to any health or personal problems.(NMS 16)
- Students receive good quality catering provision.(NMS 22)
- Students have access to food and drinking water in addition to main meals.(NMS 23)
- Students are suitably accommodated when ill.(NMS 43)

## The Commission considers Standards 14 and 16 the key standards to be inspected.

### JUDGEMENT – we looked at outcomes for the following standard(s):

14, 16 and 22.

Quality in this outcome area is good.

This judgment has been made using available evidence including a visit to this service.

Boarders' health and first aid needs are met. The school keeps appropriate records of the administration of medication, but needs to develop a system for auditing stored medication.

Staff provide boarders with a good level of support in relation to any health or personal problems.

Catering provision is satisfactory. Meals provide boarders with a balanced diet. Boarders' views about the quality and variety of food are taken into account.

### EVIDENCE:

The school nurse is based in the medical room in the day school and is available to boarders (and to provide advice to staff) during the school day. Students are registered with a local GP, who provides a medical service for boarders. The GP commented positively to the Commission about the welfare of boarders and said that the staff who escorted boarders to the surgery were "caring and informed".

Records of accidents and first aid given to boarders were satisfactorily maintained. Staff in both boarding houses have received first aid training.

Staff explained that boarders usually look after their own medication and they are asked to keep staff informed, so that the appropriate risk assessments can be made. Boarders had arrangements to enable them to keep medication securely, when required. Boarding staff will look after medication for students, if requested to do so, but no prescribed medication was being held by the school at the time of the inspection. The school was holding a small stock of non-prescription 'household' medication and this was stored safely. The list of non-prescription medication held by the school had been checked with a GP. Boarding staff were keeping appropriate records of medication administered to boarders, but there was no system for recording and auditing medication received and completed or disposed of.

Staff were aware that some boarders used Chinese herbal medicines and they confirmed that, where this was known about, it was discussed with the student and the GP before any other medication was administered.

Discussions with boarders and staff indicated that the school provided good advice and assistance to any boarder who needed help with health or personal problems. Boarders described staff as being approachable and helpful in such situations. The school had significantly improved the quality and consistency of pre-admission information since the last inspection. The school is proactive in seeking health and welfare information from parents, including signed permission for medication treatment, before boarders are admitted. Staff also make every effort to keep this information updated. Records demonstrated that the school provided appropriate support for a boarder who was receiving on-going medical treatment.

The views expressed by boarders about meals were generally positive. In the boarders' survey, 83% of boarders said that school meals 'always' or 'usually' provided them with a balanced diet. Some boarders commented favourably on the selection of food available for most meals and the provision of fruit and vegetables. Two boarders said that they found the menus too repetitive. Boarders said that they were able to contribute their views on the standard and variety of food to the catering staff and that they were generally responsive to suggestions. Catering issues are also considered by the Boarding Council. The inspector joined boarders for lunch and supper. These meals were of a good general standard, in terms of quality, choice and quantity. Boarders have access to kitchens in the boarding houses, where they can prepare snacks and drinks. At weekends, boarders sometimes cooked more substantial meals in the large kitchen in School House.

The Environmental Health Officer confirmed that, at the last inspection in March 2006, the school's food safety arrangements were satisfactory.

# Staying Safe

## The intended outcomes for these standards are:

- Students are protected from bullying and harassment.(NMS 2)
- Students are protected from abuse.(NMS 3)
- Use of discipline with students is fair and appropriate.(NMS 4)
- Students' complaints are adequately responded to.(NMS 5)
- Students are protected from the risk of fire.(NMS 24)
- The welfare of any young people accommodated by the college other than its own students is safeguarded and promoted.(NMS 26)
- Students' safety and welfare are protected during high risk activities.(NMS 27)
- Students' personal privacy is respected.(NMS 33)
- There is careful selection and vetting of all staff and volunteers working with residential students.(NMS 34)
- Students are protected from unsupervised contact with adults who have not been, subject to the college's complete recruitment checking procedures.(NMS 35)
- Students have their own living accommodation, secure from public intrusion.(NMS 37)
- Any security or surveillance measures provide security to protect students without compromising their privacy.(NMS 38)
- Students are given reasonable protection from safety hazards.(NMS 42)

**The Commission considers Standards 2, 3, 4, 5, 24, 33, 34, 35, 37 and 42 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

2, 3, 4, 5, 24, 33, 34, 35, 37 and 42.

Quality in this outcome area is good.

This judgment has been made using available evidence including a visit to this service.

The school has a range of appropriate practices and systems in place to keep boarders safe and to respond to any concerns or complaints. Behaviour management is fair and appropriate. Relationships between boarders are very good and there were no reports of harassment or bullying. Some aspects of staff recruitment records could be improved to provide better evidence of robust practice.

## **EVIDENCE:**

The inspector observed boarders interacting in a friendly and supportive manner throughout the inspection. In the survey and in discussions with the inspector, none of the students described bullying or harassment as being a problem in the school. The school has a written anti-bullying policy, which is known to staff and students.

The school has a written child protection policy and procedure, covering a range of appropriate areas and referencing the local interdisciplinary guidelines. However, the policy did not contain all of the required details about the way in which referrals should be made and the procedure to be followed should the designated member of staff for child protection themselves be the subject of an allegation. The school has a policy on physical intervention and reference is made to this document in the child protection policy.

New staff had received a briefing about the school's child protection policy. Staff spoken with confirmed that they had received copies of the child protection policy and were aware of the role of the designated member of staff (the Assistant Head). The inspector was advised that the current year's training programme included external child protection training for staff. The Head Boarder in each house had been briefed about their role and responsibilities in relation to child protection matters and these had been clarified in writing.

The school has a clear Code of Conduct, which applies to all students. This document and the boarding house rules are included in the handbook. Staff have high expectations of boarders' behaviour. Boarders described staff as being fair and reasonable in their attitude towards behaviour in the boarding houses and they appreciated the reasons for the rules and restrictions. Staff seldom have to use formal sanctions and major punishments are rarely used. The standard of students' behaviour throughout the inspection was observed to be extremely good.

Information for parents and students about how to make a complaint regarding any issue arising in boarding, or in the day school, is contained in the boarding handbook. Details of how parents can contact the Commission about any welfare issues concerning boarders are included in the child protection section of the handbook. Boarders felt able to raise any concerns with boarding staff and were also able to name other people, including people independent of the school, with whom they could discuss any problems that they might have.

The Headmaster, who is responsible for dealing with any serious complaints, confirmed that the school had not received any complaints of this nature relating to boarders' welfare.

Records demonstrated that regular fire drills were being held in residential time and fire safety equipment was being checked regularly. Boarders were able to give a clear explanation of the fire evacuation procedures. The Fire Service confirmed that the school had no outstanding fire safety recommendations.

Boarders said that staff respected their privacy in the boarding houses.

The recruitment records for three members of staff were sampled. These records were well organised and contained evidence of enhanced Criminal Records Bureau (CRB) checks, written references and the majority of the other recommended checks. However, two files did not contain evidence of an identity check or the verification of references. The school had recently undertaken a review of its records of CRB and other vetting checks and was compiling a single, central record, in line with recent DfES guidance.

Boarding accommodation is reserved solely for boarders. With the exception of the library, School House is now exclusively boarding accommodation. Staff confirmed that adults who are not employed by the school do not have unsupervised access to boarding houses. The school has a robust risk assessment process in place for the accommodation and external areas accessible to students. The inspector was given examples of changes that had been made in the boarding houses as a result of updating risk assessments. No safety hazards were noted during the inspection. The security measures for the boarding houses and other areas of the school site are kept under review. Sampled risk assessments for boarders' activities were clear and detailed. Boarders told the inspector that they felt safe at the school. They also said that boarding staff gave them good advice about keeping themselves safe when they were away from the site.

# Enjoying and Achieving

## **The intended outcomes for these standards are:**

- Students have access to a range and choice of activities.(NMS 11)
- Students receive personal support from staff.(NMS 13)
- Students do not experience inappropriate discrimination.(NMS 17)
- Student welfare is not compromised by unusual or onerous demands.(NMS 25)
- Students have access to a range of recreational areas.(NMS 41)

**The Commission considers Standards 13 and 17 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

11, 13 and 17.

Quality in this outcome area is excellent.

This judgment has been made using available evidence including a visit to this service.

Boarders have access to a good range and choice of activities.

Staff provide boarders with a welcoming and very supportive environment.

Boarders do not experience inappropriate discrimination. The school has an inclusive approach and provides good support for students with diverse cultural and ethnic backgrounds.

## **EVIDENCE:**

In discussion with the inspector and in their responses to the survey, boarders reported having access to a variety of after-school activities. The games hut is equipped with pool and table tennis tables and is a popular recreational resource for boarders. Most of the boarders said that they made use of the games hut or the gym in the evenings or at weekends. Some boarders told the inspector that they used the music facilities or the playing fields. There is a heated open-air swimming pool that boarders are able to use in the summer months. Boarders have easy access to Colchester town centre and other local



amenities. They also take part in a range of cultural and sporting events in the school.

Students in the lower sixth are able to take part in the Duke of Edinburgh's Award scheme, which is based at the local youth centre one evening a week. Boarding staff arrange some weekend trips for boarders, including visits to Oxford and Cambridge, as well as local recreational outings. Most boarders were happy with the activities arranged for them. Only one boarder said that they found weekends "sometimes boring". Boarding staff said that the students were highly motivated and took their academic work very seriously. Staff stressed the importance of encouraging the students to take breaks from studying and to join in with recreational activities, when necessary.

The school has a well developed pastoral care structure, which provides boarders with a very good level of personal support. It was clear to the inspector that boarding staff knew the students very well. Sampled records and discussions with staff provided evidence of effective and efficient communication between boarding house and pastoral care staff in relation to matters concerning boarders. In addition to the pastoral support provided by the boarding staff, the Head of Sixth Form has an overview of academic and welfare concerns. The personal support arrangements described by staff were designed to enable boarders to achieve educationally and socially to their full potential.

Boarders are given details of people independent of the school (but known to, and checked by, the school) whom they can contact about any concerns.

From the inspectors' observations and students' comments, it was clear that staff treated all boarders fairly and with respect. Boarders from overseas said that they were made welcome when they arrived at the school. At the time of the inspection, the majority of boarders were from Hong Kong Chinese families. The school celebrates the Chinese New Year as well as other festivals. The school has a part-time teacher who provides tuition for those students who need help with English as an additional language. Boarders spoken with said that they received the support that they needed in this respect. Details of this provision are included in the pre-admission information that is sent to parents.

The school's policy is that students should speak English at all times when they are in classrooms and communal areas, including the boarding house, in order to develop their English language skills and to promote the building of friendships throughout the school. This policy is included in the written information provided for boarders and their parents.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Students are enabled to contribute to the operation of residential provision in the college.(NMS 12)
- Students can maintain private contact with their parents and families.(NMS 18)
- Students receive guidance, both on arrival at the college and in preparing to leave the college.(NMS 20)
- There are sound relationships between staff and students.(NMS 32)

**The Commission considers Standards 12 and 18 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

12, 18, 20 and 32.

Quality in this outcome area is excellent.

This judgment has been made using available evidence including a visit to this service.

Boarders have good opportunities to contribute to the operation of boarding provision.

Boarders are supported in maintaining contact with their families.

Boarders are well supported on arrival and in preparation for leaving the school. Pre-admission documentation is very clear.

The relationships between the staff and boarders are very positive.

## **EVIDENCE:**

Out of the twelve boarders who completed a questionnaire, nine said that they were 'always' or 'usually' able to have a say in the operation of boarding. Students said that the small number of boarders and the approachability of staff meant that they were able to express their views informally to staff. Several boarders also mentioned being able to talk to the Head Boarder in their house. The school has an established Boarding Council. Minutes of the

Council's meetings were detailed and covered a range of issues relevant to daily boarding life. Examples of things that had been changed as a result of consultation with boarders included later internet access being made available and extra social activities being organised. Boarders and staff said that consideration would be given to any boarder in a double room who wished to negotiate a change to share with someone else, but the inspector was told that this situation very seldom arose.

Records demonstrated that staff had sought feedback from new students about their experience in the first few weeks of boarding. The areas covered included the 'buddy' system, accommodation and meals. The feedback, which was all positive, had been included in boarders' individual progress reports.

Boarders are able to contact their parents by e-mail, telephone and letter. Boarders had mobile phones and were allowed appropriate access to them. Payphones were provided in each of the boarding houses. The school encourages parents of all boarders, including those from overseas, to visit the school and meet the staff.

The Boarding Agreement signed by parents is clear and informative. The school's thorough approach to seeking appropriate pre-admission information for boarders and providing clear information to parents is commendable. There is a formalised induction programme for new boarders. A 'buddy' system was introduced for the first time this year, whereby new students are paired with experienced boarders to help in introducing them to daily life in the school. Boarding staff travel to Hong Kong to meet prospective students and their parents. Most of the students from Hong Kong have attended the same two schools and know at least some of their fellow boarders before they arrive at the school. The inspector was impressed by the progress that the school had made in developing its links with parents and organisations in Hong Kong, thereby improving the selection and admission process.

Discussion with staff and boarders provided evidence that the preparation of boarders for leaving is taken very seriously. In particular, the Headmaster and boarding staff emphasised the role of boarding in preparing students for university life. The report of the school's last Ofsted inspection stated that, "Boarders develop very well academically and personally and become well prepared for adult life".

Boarders said that they were looked after well and described boarding staff as "friendly", "very kind" and "extremely helpful". Relationships between the staff and boarders were observed to be relaxed and mutually respectful.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- The college's organisation of residential provision safeguards students' welfare.(NMS 10)
- Students' personal possessions and money are protected.(NMS 19)
- Students are provided with satisfactory living accommodation.(NMS 36)
- Students have satisfactory sleeping accommodation.(NMS 39)
- Students have adequate and adequately private toilet and washing facilities.(NMS 40)
- There are arrangements to ensure that students' clothing and bedding are adequately laundered.(NMS 44)
- Students can buy food and personal requisites while accommodated at college.(NMS 45)
- The welfare of students placed by the college in lodgings is safeguarded and promoted.(NMS 46)
- The welfare of students is safeguarded and promoted while accommodated away from the college site on a short-stay basis.(NMS 47)

## The Commission considers Standards 46 and 47 the key standards to be inspected.

### JUDGEMENT – we looked at outcomes for the following standard(s):

36, 39, 40, 44 and 47.

Quality in this outcome area is good.

This judgment has been made using available evidence including a visit to this service.

Boarders are provided with comfortable, well-maintained accommodation.

There are good laundry arrangements.

Appropriate measures are taken to keep boarders safe during short-stays in accommodation away from the school site.

## **EVIDENCE:**

The school has continued with a programme of redecoration and upgrading of the boarding accommodation in the period since the last inspection. Both boarding houses were clean, comfortable and homely. A spacious common room (available to all boarders) has been created in School House, adjacent to the large kitchen. Boarders clearly value this area and make good use of it. The new laundry room is well equipped and boarders said that the laundry service was efficient. Boarders said that any repairs that were needed in the boarding houses were attended to promptly.

Both houses have single and double rooms for boarders. Following the conversion of a double room, all boarders in the upper sixth have single study bedrooms.

There were suitable bathroom and toilet facilities for boarders in both houses. However, one bathroom in School House was in need of refurbishment. The school had already identified this as a priority and had carried out some interim remedial work.

The inspector was informed that the school had been unable to secure the necessary funding to replace the games hut with a permanent building and some refurbishment had, therefore, been carried out.

Risk assessments for boarders taking part in trips away from the school site were not inspected on this occasion. These arrangements were assessed as being satisfactory at the last full boarding welfare inspection. The inspector was informed that the same member of senior staff was responsible and that there had been no significant changes to the procedure, other than updating, since the last inspection.

The school does not place boarders in lodgings and Standard 46 is, therefore, not applicable.

# Management

## The intended outcomes for these standards are:

- A clear statement of the principles of residential provision and student support at the college is available to those needing this information.(NMS 1)
- The safeguarding and promotion of students' health and welfare are supported by appropriate records.(NMS 7)
- There is clear leadership of residential provision in the college.(NMS 8)
- Crises affecting students' welfare are effectively managed.(NMS 9)
- Risk assessment and college record keeping contribute to students' welfare.(NMS 21)
- Students are appropriately supervised during free time.(NMS 28)
- Students are adequately supervised by staff.(NMS 29)
- Staff responsible for residential students have specific residential and welfare duties, with adequate induction and continued training.(NMS 30)
- Students are looked after by staff following clear residential and welfare policies and practice.(NMS 31)

**The Commission considers Standards 1, 21, 29 and 30 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

1, 8, 21, 29 and 30.

Quality in this outcome area is good.

This judgment has been made using available evidence including a visit to this service.

Written information about the school's boarding principles and practice is made available to students, parents and staff.

The school's boarding provision is very well managed and provides a supportive and secure environment for boarders.

## **EVIDENCE:**

Up-to-date information about boarding principles and practice is contained in the school prospectus and in other documents produced for parents and students. The school also has a website, which includes details of boarding provision. The Boarding Agreement is clear and informative.

There was evidence of very effective leadership of boarding by the Headmaster and the Boarding Manager. Boarders benefit from having a very committed team of staff, who have a variety of skills and experience. Last year, the school's Deputy Head and his wife joined the boarding team as a house parent and assistant boarding manager at Gilbert House.

Between them, the Headmaster and the Boarding Manager monitor an appropriate range of practice and records.

Five of the six boarding staff are resident at the school. A part-time member of staff provides additional cover in the boarding houses and there is also a laundress. The staffing levels and deployment in the boarding houses provide a very good level of support and supervision. Boarders said that staff were always available and that they always knew who was responsible for them. Staff described clear cover arrangements to ensure boarders are appropriately supervised.

Boarding staff kept a separate personal file for each student. The two sampled files were well organised and contained an appropriate range of information, including progress reports and records of contact with parents about any significant issues.

The inspectors were shown the signing in and out records used by boarders when going off the school premises. Staff and boarders confirmed that this system functioned well.

The Boarding Manager provides induction for new boarding staff. All members of boarding staff are given a copy of the boarding handbook.

Written job descriptions were available for boarding staff. All of the staff spoken with demonstrated a clear understanding of their roles and responsibilities within boarding. Comments received from staff indicated that they felt well supported and enjoyed the time that they spent working with boarders.

The boarding handbook should be updated when the child protection policy has been developed to include the additional details.

The school has appropriate supervision and annual appraisal systems for all staff working with boarders. The appraisal system is used to identify personal development and training needs. The Boarding Manager is line managed by

the Headmaster and they meet regularly to discuss and review boarding practice.

The school's governing body meets on a termly basis. The Boarding Group, which includes the Headmaster and the link Governor for boarding, meets at least twice a year and reports to the full governing body on boarding issues. The inspector was informed that the link Governor makes regular visits to the boarding houses and reports back to Governors' meetings. In his letter to the Commission, the Chairman of Governors expressed his satisfaction with the development of boarding at the school and described the management of boarding as "effective and reliable".



# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Further Education Colleges have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	X
<b>7</b>	X
<b>15</b>	X
<b>16</b>	3
<b>17</b>	3
<b>24</b>	3
<b>25</b>	X
<b>48</b>	X
<b>49</b>	X

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>3</b>	2
<b>4</b>	3
<b>5</b>	3
<b>13</b>	4
<b>22</b>	3
<b>26</b>	X
<b>28</b>	X
<b>29</b>	3
<b>37</b>	3
<b>38</b>	X
<b>39</b>	3
<b>41</b>	X
<b>47</b>	3

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	3
<b>18</b>	3
<b>27</b>	X
<b>43</b>	X
<b>46</b>	N/A

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>14</b>	2
<b>19</b>	X
<b>21</b>	3
<b>30</b>	3
<b>36</b>	3

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	4
<b>40</b>	3
<b>42</b>	3
<b>44</b>	3
<b>45</b>	X
<b>50</b>	X

# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>8</b>	3
<b>9</b>	X
<b>10</b>	X
<b>23</b>	X
<b>31</b>	X
<b>32</b>	4
<b>33</b>	3
<b>34</b>	2
<b>35</b>	3
<b>51</b>	X
<b>52</b>	X

Are there any outstanding recommendations from the last inspection?

Yes

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	FE3	It is recommended that the school's child protection policy for boarders explicitly states the procedure for making referrals (NMS 3.2) and the procedure to be followed by staff receiving allegations or suspecting abuse, including the action to be taken should the designated member of staff themselves be the subject of an allegation or suspicion (NMS 3.3).	
2.	FE14	It is recommended that the school develops a system for recording and auditing medication held for administration to boarders.	
3.	FE34	It is strongly recommended that records of the recruitment process for new staff who will work with boarders include evidence verification of identity and verification of references. <b>This is a repeat recommendation.</b>	17/01/07
4.	FE40	It is recommended that the school refurbish the bathroom in School House.	

## **Commission for Social Care Inspection**

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