



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Kelly College

**Parkwood Road
Tavistock
Devon
PL19 0HZ**

Lead Inspector
Chris Passmore

Key Announced Inspection
29th January 2007 08:15

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

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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 *Boarding Schools*. They can be found at 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

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

Name of school	Kelly College
Address	Parkwood Road Tavistock Devon PL19 0HZ
Telephone number	01822 813133
Fax number	01822 813168
Email address	
Provider Web address	www.kellycollege.com
Name of Governing body, Person or Authority responsible for the school	Kelly College
Name of Head	Mr Mark Steed
Name of Head of Care	Mrs E Rowley. Assistant Head (Pastoral).
Age range of boarding pupils	8 - 18
Date of last welfare inspection	2 -5 Dec 2002 (Full) 4 June 2004 Interim Visit

Brief Description of the School:

Established in 1877 Kelly College occupies a major site on the outskirts of Tavistock, overlooking Dartmoor National Park. It is an Independent School operated by Kelly College Trust. It offers Boarding and Day education on a co-educational basis for pupils aged 11 – 18 years of age. It is described as a small, co-educational, boarding and day school, which offers a holistic education to its pupils in line with its stated aim of 'Preparation for Life'. With its partner school, Kelly College Preparatory School, the Trust offers education opportunities overall to pupils aged 2 ½ – 18. At the time of this inspection there was a small group of Preparatory School Boarders aged 8 – 10 as part of the overall boarding number within the Kelly College boarding provision.

Boarding is located in five boarding houses across the school campus. These houses vary in age, design and condition. Each house has a Housemaster or Mistress in residence together with resident House Matron and other staff. Day pupils are also allocated to Houses and all teachers are allocated as tutors to one of the houses.

In 2005 the Trust opened the Kelly International Study Centre, a detached premises in Tavistock town offering a specialist pre-A level language course for overseas students.

The College has a strong sporting history and many of the pupils excel in their individual sporting disciplines. In October 2006 the Trust developed the Kelly Academy of Sport offering BTEC and HND courses in Sports Coaching and Sports and Recreational Management for 16 to 18 year olds and 18 to 20 year olds. Boarding for these courses is provided in another separate building, The Grove, between the town and school.

SUMMARY

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

This was a planned inspection of Kelly College conducted over three days by two inspectors from Commission for Social Care Inspection (CSCI) and a Boarding School Professional Inspector (BSPI) from the Independent School Inspectorate (ISI). There was a pre-inspection planning visit made in November 2006 to meet staff, view the school site and to conduct the boarders' questionnaire exercise. The school then arranged a draft inspection programme in line with CSCI requirements and pre-inspection enquiries were made of other agencies involved with the school. Parents of boarders were also sent a letter inviting them to comment on their perceptions of how the school cares for their children whilst in boarding. At the time of the inspection there were 184-Day Pupils and 206 Boarders, including 9 Preparatory School boarders.

The inspection programme comprised three days fieldwork during which time inspectors visited each boarding house, met staff from these houses, interviewed groups of boarders from across all the year groups and held discussions with other groups of staff such as catering and domestic staff. Individual interviews were held with other key personnel such as the Head, Bursar, Health and Safety Officer, Catering Manager, Nurse, Head of Boarding and the School Counsellor. Meals were taken with boarders in the communal dining room and time was spent in the boarding houses at either end of the school day. The inspection followed the commission's policy of focussing on Key Standards rather than assessing all National Minimum Standards for Boarding Schools. Following completion of the fieldwork inspection CSCI Inspectors made a further visit to the school to provide a feedback to the Head and other key staff.

The inspection outcomes are detailed in the main body of the report but the overall judgement coming from this inspection is that Kelly College offers its boarders a high level of support and care whilst they are living away from home. The pastoral systems in place ensure that problems can be spotted early and responded to in a timely and appropriate way. Of the 18 parental responses received, several referred to their appreciation of the standard of pastoral care given to their children and the security they gain from it. Several responses spoke of the trust and friendship that develops between boarders and individual staff members and most parents felt the school was good at keeping them informed of significant events in their children's lives. There were one or two dissenting voices amongst parents on the issue of good communication between school and home but these were in the minority and their timescales were unclear.

At the time the boarders completed their questionnaires they indicated their dissatisfaction with the food and catering arrangements. Since then catering has been brought in-house and from observations made during the inspection

and direct experience of sharing the meals it was felt that the school has excellent standards of catering.

There is a strong sporting tradition at Kelly College and individuals are encouraged to participate and many excel in their individual sporting discipline. The elite swimmers have a rigorous routine with early morning and evening training sessions. The care and support shown for these boarders is again strength of the College. Staff rise early to ensure that the swimmers have something to eat before training and caterers make provision for these athletes, both in terms of timings of meals and quantities of food available. Kelly Academy of Sport is still in its early days but those individual students were seen to have settled into their environment and appreciated the separate location of 'The Grove' and the fact that the house is staffed. The over 18 students need to move out of 'The Grove' in order to avoid complications in administration but the school is already planning for this. The development of the BTEC and HND courses and the federated direction this diversification is taking will need to be monitored for future inspection purposes to ensure the appropriate standards are applied.

Boarding accommodation varied across the overall provision and has been reflected as such in the report. Several of the houses are in need of modernisation either in terms of décor or in overall provision, though it is accepted that there are limiting issues around Graded listings in place for some of the original school buildings. Parents also made comment about these standards in their letters of response. The school has a rolling programme of repair, maintenance and improvement and this needs to be kept under review in terms of prioritisation.

Comment was also made regarding the need for the Prep School boarders to have their own staffing structure, if not their own accommodation. They find their current situation in a large boarding house with older fellow boarders somewhat daunting and their younger age and need for attention is placing existing staff under additional pressure. In order for their boarding experience to be a positive one The Trust needs to recognise the particular issues around successful boarding at this young age.

These last comments apart, at the end of the inspection there was a sense that the school has successfully established an ethos around boarding in which pupils feel safe, supported and encouraged. There is a strong sense of community amongst the pupils and they go about their school life in an ordered and calm way. Everyone with whom the inspection team came into contact made them welcome and pupils were extremely helpful, open and honest. Staff throughout the school are clearly committed to the success of the school and its aims for pupils to experience a 'Preparation for Life.'

What the school does well:

- The school has an excellent pastoral support system
- Communication at formal and informal levels are very good
- Systems for expressing matters of concern and the management of concerns are good
- There is sympathetic inclusion of children with special needs or disabilities
- Pupils have a clear sense of community
- There is a natural inclusion of all pupils and nationalities without discrimination
- House Matrons are key figures within the boarding houses
- The appointment of additional house staff posts enhances the quality of boarding supervision and opportunities for house staff to gain experience
- Catering arrangements and the standards of food provided are excellent
- Risk assessment and monitoring of pupils' safety is well managed in school and for external activities.

What has improved since the last inspection?

This inspection focussed on Key Standards under the commission's policy of Inspecting for Better Lives. As such it did not directly relate to the most recent inspection summary report or the last full inspection, which was carried out by the previous regulating body. There are therefore no comparisons to be made and this inspection report forms the new benchmark.

What they could do better:

- Ensure ancillary staff are included in regular top-up child protection training
- Create a boarding staff training record
- Ensure all recruitment measures required by NMS 38.2 are in place for all new appointments
- Audit all final exit doors in boarding houses and enhance as necessary the use of intruder alarms
- Arrangements for boarders from the Preparatory School need review
- The bathing and toilet facilities on the top floor of the KISC House should be reviewed.
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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 or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

6, 15, 24.

The school values health and well being as being an essential component of a happy and productive school life. It promotes good health through education; access to sport and outdoor activities; sensible, caring approaches to looking after boarders when they are unwell; positive re-enforcement through whole school approaches to alcohol, smoking and illegal substances; access to a counsellor and thoughtful management of health risk.

This school has made significant strides since the beginning of the academic year to secure an exceptionally high standard of catering for all pupils which offers meals based on a good range of locally sourced produce and current principles advised for a healthy diet – low sugar, salt and fat together with plentiful access to fruit and vegetables.

Quality in this outcome area is **good**.

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

EVIDENCE:

NMS 6. Boarders' health is promoted.

The PSE handbook 2006-2007 "Preparation for life" details the range of personal and social education provided for pupils through out the school. The breadth of the schemes of work involved was admirable in content and balance. The School Nurse referred to various speakers assisting to help raise the pupils' awareness of alcohol, smoking, and drug matters.

Boarders receive copies of the school's rules, which make clear expectations regarding alcohol, smoking and drugs. Policies are reproduced in the Parent Pupil Handbook. Staff confirmed the firm stance taken in respect of these substances but described a measured approach in respect of alcohol in certain circumstances e.g. pupils of appropriate age in the sixth form can have limited alcohol at school dances and social occasions but are well supervised. Boarding staff have access to "Breathalyser" testing equipment. They felt this was helpful but the need for such testing was extremely rare.

The school has a school counsellor available for any boarder needing confidential help with any such matters and the school nurse can also provide assistance. The counsellor can be contacted by email.

The school nurse described the range of health care support provided and the assessment of individual health risk carried out when necessary. Examples provided showed that parents, the child and all relevant staff and departments were involved.

Care was being taken in various ways to support the health and well being of boarders taking part in intensive sport training. Examples included special dietary provision and swimming team " beanie hats" to reduce heat loss in cold weather.

NMS 15 Boarders receive first aid and health care as necessary.

Boarders said they were well looked after and could seek health care support easily. They knew where they could obtain healthcare at anytime. The presence of a Matron in every boarding house was a considerable asset, particularly if boarders were not well and unable to attend school. Having a registered nurse on site to provide the Matrons with advice and support further enhanced this. Some of the boarders were particularly appreciative of their Matron and House Staff. The relationship between staff and boarders was in the main reassuringly caring, comfortable and relaxed.

The School Nurse confirmed that she could be contacted at any time but specifically offered a surgery three times a day during the week and a further surgery on Saturday morning and Sunday evening. A local General Practice

ran two surgeries in the school each week. Boarders could choose to see a male or female doctor. The School Nurse felt well supported by the doctors and the Practice Nurse.

The School Nurse met with the School Matrons each week. Health matters were reviewed and policies and training needs covered in line with pupils' health needs. All of the Matrons and House Masters/Mistresses had received 4-day first aid training and refresher training was available. Accident records were collected for monitoring by the Health and Safety Lead. Warning information about individual students with specific health risks e.g. allergies was circulated to all departments and staff knew how to access any emergency treatment arrangements.

Medication systems seen included secure storage and methodical administration records. The School Nurse and the GP had approved and signed a list of over the counter medications for common conditions. Matrons were provided with health information (e.g. meningitis) and training was provided when necessary e.g. epilepsy training.

Students from overseas bringing their own medication supplies were asked to declare these and to agree their treatment with staff. Parental permissions for immunisations, medications and first aid were obtained.

Confidential health care records were kept for each boarder.

NMS 24. Boarders receive good quality catering provision.

Quality in this outcome area is excellent.

Questionnaires completed by boarders in the Autumn Term prior to this inspection conveyed a picture of generally uninspiring food provision and real dissatisfaction. However, inspectors found during meetings with boarders that their views had changed quite dramatically and that the vast majority felt that food standards were good. Staff felt food provision was excellent.

The inspectors took meals with the boarders and noted food boxes going to the boarding houses in the evenings. The standard of food tasted was excellent. Boarders had a wide choice of foods, special dietary needs were catered for and there were choices to appeal to those from overseas. All boarders had the opportunity to eat healthily and well. Fruit was available at every meal and provided for the boarding houses. It was most encouraging to find that fruit salad was the most popular desert. Indeed, a cook had to be allocated each morning to solely prepare fruit to ensure the required quantities.

Time spent with the catering manager, her deputy and the head cook revealed significant changes and developments had occurred over recent weeks. These

were underpinned by the enthusiasm of the Headmaster to ensure the school supports health and well being through good food. The main change in catering arrangements has resulted from intensive negotiations to persuade the company overseeing food procurement and preparation, to allow the school to source food from local providers and to cook 80% of meals from scratch. As a result local meat, fish, cheese, fruit and vegetables make up the majority of the meals provided. The food safety standards required by the company are considered by the Local Environmental Health Department to exceed acceptable standards. Great care was being taken to produce safe food. All catering staff are required to undergo a thorough induction programme and to attend food hygiene training.

Risks such as food allergies were carefully and robustly managed and considerable care is taken to meet any specific dietary requirement. Meals also offer culturally sensitive options.

The quality of food is matched by the standards of training provided to those working in the kitchens and the enthusiasm of the management team directing food provision. The Headmaster pro-actively encourages healthy food options and choices.

The food managers were enthusiastic and passionate about achieving the best food they could and sought pupils' views through a food committee. Special effort was made to ensure boarders had treats at weekends and special events were celebrated. Work was conducted with the swimming coach to ensure competitors were given appropriate dietary support, including specially designed packed lunches

All the boarders said they appreciated the introduction of fruit in their house food boxes. It was certainly being consumed.

The only aspect not liked by boarders was the decision to remove salt from the dining tables. It does take time to get used to meals with less salt and their unhappiness is appreciated but the school is following healthy eating advice in their best interest. This will be less of an issue over time.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- 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.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

2, 3, 4, 5, 26, 37, 38, 39, 41, 47.

Quality in this outcome area is **good**.

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

Judgements of individual outcomes within this section ranged from excellent to adequate. The school has an excellent record in relation to issues such as its ethos and practice on countering bullying, discipline and the management of risk. In most areas other areas inspected measures in place were meeting the National Minimum Standards and only in one area was there evidence of shortfall in relation to standards included in 'Staying Safe'. Outside of the scope of the standards assessed in this section, but particularly pertinent to it, was the effort made by the school to persuade the Highways Authority to improve safety measures for pupils who have to cross a busy main road to use certain of the school's sports facilities. The risks encountered when crossing this road were evident during the inspection period and whilst the urban speed limit has been extended to include the school entrance there is a clear argument for a pedestrian crossing to enable pupils safe access to school facilities on both sides of the road.

EVIDENCE:

NMS 2. Boarders are protected from bullying.

Responses to boarder questionnaires showed the school to have an excellent record for countering bullying. Of the 143 questionnaires processed there were only 2 'yes' responses to being bullied and 9 'Don't Know' responses. The overwhelming majority of responses were clear 'No's'. These results were further confirmed in group interviews and conversations with boarders and staff and the school councillor. Where incidents of bullying have occurred the school had dealt them with promptly and appropriately in line with its stated policy and procedures.

NMS 3. Boarders are protected from Abuse.

Pupil welfare is safeguarded through the whole-school awareness of child protection issues. The Assistant Head (Pastoral) is the nominated link-person for child protection issues and has produced comprehensive policies and procedural guidance for staff throughout the school. Local Social Services Staff responsible for 'safeguarding' matters confirmed there is liaison between them and the school and that the school had acted in accordance with set guidance in these matters in the past. Boarding house staff were aware of their

responsibilities under safeguarding arrangements, as was the school councillor. Annual training in child protection is cascaded to the teaching staff through school Inset training and an example of a PowerPoint presentation on this subject was shared with the lead inspector as part of the evidence supporting this section. There were fewer structured opportunities for ancillary staff training in child protection issues and it was recommended that this group of staff should be scheduled for regular refresher and updating training.

NMS 4. Discipline is fair and appropriate.

The school has well laid out its expectations of pupils in terms of behaviour, dress code, routines and these are all linked into the principles of the school mission statement. There are house rules within each of the boarding houses and these generally reflect the overall disciplinary codes but also the individuality of the houses. Boarders considered the disciplinary policies to be generally fair, though inevitably there were dissenting views amongst them. Parents commented on the fact that discipline was firm but fair and saw the results of sanctions as positive outcomes. Prep School boarders expressed that it was sometimes difficult to understand the tasks they were set as sanctions and felt their ability to question this was compounded by a requirement for tasks to be completed in silence. Prefects have limited powers, which reduces opportunities for the development of idiosyncratic punishments. The delivery of sanctions is balanced against known individual circumstances without diminishing the principles of behaviour and consequences. From a discussion with the Second Master, who has responsibility for discipline, the school's disciplinary practices were considered to be humane resulting in an ordered, calm school environment.

NMS 5. Complaints are responded to appropriately.

There are clear complaints policies and procedures within the school and various ways open for pupils to make their representations. Information regarding appropriate contacts are contained in posters and in House Handbooks. Parental responses indicated they felt able to address their concerns to different personnel within the school and that the school had responded promptly and appropriately to their concerns. The Head holds detailed records of serious complaints whilst others are recorded in logs kept by the Assistant Head. Low level complaints, moans, groans or grumbles, are not necessarily recorded within the houses and it was recommended that the school considered placing a 'Grumbles Book' in each house as a way for boarders to express their views. Such views could then be reviewed during house meetings or school council meetings. It would then provide an evidence trail of action if grumbles grew into more significant issues.

NMS 26. Boarders are protected from the risk of fire.

The Devon Fire Brigade have enforcement responsibility for Fire Safety generally and from a visit carried out on 17 August 2006 reported their satisfaction with the levels of fire safety that were in place. The Bursar and Health and Safety Officer are working with the Fire Brigade who intend to

conduct a full Fire safety Audit of the school at a later date under Fire safety Order 2005 regulations introduced from 1 October 2006.

Fire records were inspected and showed that the school was testing fire alarms and conducting fire drills in each of the boarding houses as required. There were in-date records of fire systems and fire fighting equipment having been maintained by qualified contractors. Boarding houses have been risk assessed but the introduction of the Fire Safety Orders 2005 may require some adjustment to the levels of Fire Risk assessment carried out. This would form part of the ongoing dialogue between the Health and Safety Officer and the Fire Brigade.

NMS 37. Boarders' privacy is respected.

Staff are very aware of boarders' rights to privacy and their supervision of boarders was discrete but effective with good practice observed at various junctures through the inspection. Boarders have a mutual regard for their own and others rights to privacy and work well together.

NMS 38. Selection and vetting of staff and volunteers.

There were records relating to staff appointments dating back over many years. Detailed records were in place for those staff appointed in most recent years and included enhanced Criminal Records Bureau (CRB) Disclosures on most staff and all governors. New staff are required to have CRB checks carried out as part of their appointment procedures and where existing staff move within the school, CRB checks have been carried out or renewed. The CRB database kept by the school was in both electronic and hardcopy formats and was very well maintained. Some CRB Disclosures have been shredded where they have exceeded the six-month deadline and these dates were recorded accordingly. It was explained there is now agreement that CRB Disclosures can be retained for the purposes of checking the school's compliance with this standard. A sample of the database records were checked against those CRB Disclosures still held and the hardcopy records signed off. The school now needs only to retain CRB Disclosures received between this and the next inspection.

A sample of staff recruitment records showed there to be some shortfalls against the requirements of NMS 38.2. There was some inconsistency in obtaining verification of qualifications, some staff had commenced duties in the boarding houses before a satisfactory CRB Disclosure had been received and in one example an appointment had been made without references being taken up or recorded. It is recommended that all staff, including cleaners, need two written references and that CRB Disclosures have been received before commencing duties. The school may wish to consider including a recruitment checklist as part of each new personnel file, as an aid memoir to ensure all necessary checks are made and received.

NMS 39. Boarders are protected from unsupervised contact with unchecked adults.

It was felt that the school has taken all reasonable measures to protect pupils from unchecked adults within the confines of the school. The H & S Officer described the arrangements and pre-work risk assessments that are made before contractors are allowed to work on site. These requirements prescribe the areas and limitations of access and require contractors to have visible identification and to provide facilities for their own workforce thereby obviating the need for access to school premises. The Buildings manager then has day-to-day supervisory responsibility for contractors working on site. Work to boarding houses and other internal works to school would normally be carried out at times when the school is not operating. There is Community use of the school swimming pool but it was noted that members of the public use this facility during school time and should not therefore come into contact with pupils. Where staff live on site with other members of their family who are not part of the school staff, those family members are also CRB checked. All visitors to the school are required to report to reception, logged in and required to wear identifying visitors badges throughout their stay.

NMS 41. Boarding Houses are secure from intrusion.

All boarding houses have secure entrances accessed by keypad locks and most final exit doors are alarmed for night time use. Where boarding houses have communal shower and toilet facilities for use by house members following games periods they have separate entrances that obviate the need to enter the boarding areas of the houses. There are security lights around the school site and each boarding house as well as reasonable amounts of CCTV coverage of the campus. All pupils are members of a house whether or not they are boarders. They have access to their houses through out the main breaks during the day but the houses are always staffed at these times. Boarders themselves stated they felt safe and secure in their boarding houses.

NMS 47. Boarders are protected from Safety Hazards.

Evidence for this standard came from discussions with the Health and Safety Officer and Second Master, reviews of written Risk Assessments, minutes of FSMT meetings and observations made during the course of the inspection. The school has an exemplary approach to Risk Assessment recording and monitoring. The Health and safety Officer is responsible for co-ordinating the majority of premises and equipment related Risk Assessment whilst the Second Master is responsible for the co-ordination of areas of risk assessment such as extreme sports and school trips. All risk assessments are well recorded and reviewed at regular intervals. Risk Assessment and reviews have rolling agenda slots on the weekly Foundation Senior Management Team meetings and all decisions and discussions are recorded in minutes of the meeting minutes. The Health and Safety Officer also makes regular visits to the boarding houses to view standards and discusses areas of safety with the

House Matrons and Mouse Masters or Mistresses. Observations showed that boarding houses had appropriate safety measures in place in respect of window openings and protection from accidental falls from windows above ground level. Portable Electrical equipment was being tested for compliance with safety standards and though boarders' were using trailing gang sockets these did not appear overloaded or in situations likely to endanger others as a trip hazard. Much work has gone into achieving this situation and Health and Safety matters continue to take a great deal of the FSMT time but the results are positive and the school is commended for its efforts in this area.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

14, 18.

The school values its pupils and provides a number of outlets for pupils to gain personal support. There were no examples of discrimination observed or reported through the inspection methodology. The school population includes pupils of varying abilities, a range of nationalities, and where possible pupils with a physical disability. All were included in the day-to-day life of the school without undue emphasis or attention.

Quality in this outcome area is **good**.

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

EVIDENCE:

NMS 14. Boarders receive personal support from staff.

In their questionnaire responses boarders identified a variety of individuals they felt they could turn to for support and advice. None felt isolated and from observation there were no pupils who appeared to lack peer-group company or who avoided contact with adult staff. Pupils were aware of the school counsellor and identified her as someone they would turn to for support. Parent letters identified the strengths of the school's Pastoral support systems and often identified individual staff members who had helped them or their children through difficult periods. The fact that so many staff are involved with

boarders and that there are regular meetings of various staff groups means in practice it is very easy for the pastoral care system to pick-up on individual problems early and for that pupil to be monitored in a sensitive but effective way. Boarders' generally felt very secure in their houses and identified with the house staff. Staff in turn demonstrated a sound knowledge of the pupils in their house and their particular circumstances.

Where the individual support was less effective surrounded the small group of Prep School Boarders aged between 8 and 10 years. They share accommodation with a mixed gender group of 11 to 13 year old boarders and are themselves physically smaller, less mature and therefore needing more individual support than the overall house staffing could effectively deliver. In conversation with them as a separate group they admitted to feelings of intimidation from the older, larger fellow boarders. They also felt intimidated by the size and atmosphere of the communal dining room and though it was reported that they would normally go to dinner early and be accompanied by an adult at meal times, there were at least two mealtimes during the inspection when they were observed to be without direct adult supervision. They have no separate play areas inside or outside and so are subject to having to share the communal areas with their older counterparts. A separate common room has been made available to this group as a way of easing pressures between the age groups and to enable the younger ones to act out in an age appropriate way.

This group of boarders do have a single member of staff to help with their supervision from 6:00pm to 8:30pm but their need for attention extends beyond these times. In fairness the house staff recognise this and try to give them more attention but admit they find the overall mix of the house a difficult one to manage. Ideally this group needs separate staffing arrangements to fully meet their needs and to ensure that conditions for younger boarders are conducive to a happy boarding experience.

NMS 18. Boarders do not experience undue discrimination.

The school has pupils of several nationalities within its number as well as a small number of pupils with physical disabilities. Throughout the inspection there was no evidence of discrimination of any group or individual. Those students with disabilities were fully supported by their peers and staff and inclusion into the whole school was evident. The school has made adaptations to accommodate the needs of pupils with disabilities and these were being enhanced. Overseas students joining the school in their sixth form year are initially accommodated at the International Study Centre Boarding house in the town but then integrated into the other main boarding houses on school site thereby reducing the opportunities for exclusive groupings. There is curriculum time for students with English as a Second Language and the school can call on the services of a Chinese-speaking adult to act as interpreter or counsellor for those students from mainland China or Hong Kong. There are

cross-cultural celebrations in respect of significant calendar dates and the school catering arrangements aim to be culturally sensitive as well.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

12, 19.

Boarders are encouraged to contribute to the operation of the boarding houses through meetings, membership of committees or individual contact with staff. Contact with family is well provided for through the use of technology and the provision of pay phones.

Quality in this outcome area is **good**.

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

EVIDENCE:

Boarders have many opportunities to make their views known. There are House Meetings, Tutors and other House staff are available to them and boarders vote members of their number onto committees such as the Food Committee and School Council. Inevitably there was a range of opinions amongst boarders about the effectiveness of how their views were made known but the majority felt that they had opportunities to express their views.

Arrangements to maintain contact with family and friends are excellent. All boarders have a school email account as well as their own private electronic

links. The IT systems throughout the school boarding facilities are wireless and pupils have access to MSN, Video Conferencing and Skype links. The school has maintained private pay-phone booths in each of the boarding houses but with the increased use of technology these are now little used but represent a large cost to the school. The need for boarders to be able to communicate with parents in private without the need to seek permission from or inform staff are the key components of NMS 19.3 and provided these principles can be maintained the school is free to look at more cost effective means of achieving this standard.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

40.

The school has seven separate boarding houses. Five are located on the school campus, one is off-site between school and the town and the other house is in Tavistock town itself. They all differ in terms of age, layout, provision and condition. Some are better than others and individual judgements would range from excellent to adequate. There was much discussion about the boarding provision throughout the inspection and during feedback. The school is aware of the strengths and weaknesses of the respective houses and has mid to long term plans for the modernisation of the boarding facilities. Importantly boarders and parents raised no strong objections to any of the boarding houses though several commented on the lack of modern furniture, décor and the need for refurbishment.

The school does not use lodgings therefore this sole key standard is not applicable.

Quality in this outcome area is **adequate**

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

EVIDENCE:

To try and give a sense of the overall judgement a brief comment on each of the boarding houses follows.

Marwood.

This is the most modern of the boarding houses on-site and as such offers excellent facilities for the girls who live here.

The entrance area is spacious and welcoming and is where the duty staff member is located, thereby enabling monitoring of movements in and out of the house.

Bedrooms are well sized and decorated and have study spaces built-in, though in multi-occupied rooms the study space may prove to be cramped for more than one laptop and study books. This needs to be monitored.

There are plenty of toilet and shower facilities and shower-cubicles have doors as opposed to curtains. This is usually an important issue for boarders who otherwise complain that their privacy is compromised. Communal rooms were homely and warm and the kitchen is well fitted and practical in design. The decision to remove the wall and create a kitchen-dining area on the ground floor was a positive move.

The recording systems in this house were considered to be good.

Newton.

Accommodation in this house is widely spread and the facilities were considered to be dated but adequate. The distribution of toilets and bathing facilities is not in sync with the spread of bedrooms therefore can lead to a disproportionate number of boarders sharing the minimum of facilities. The fact that at one point boarders have to travel through part of the housemaster's family accommodation to move around the house is less than desirable for all concerned. It is known that the school has plans for a major overhaul of Newton House including the toilet and bathing provisions. Nonetheless there was a happy atmosphere about the house, girls had personalised their bedrooms and there were notes posted around the house to the effect that girls were happy in the house despite its physical drawbacks.

Recording systems in this house were traditional but effective.

School House.

One of the original buildings with extensions added that would not now be considered suitable. School House was described as 'having a warm, lived in feel; slightly shabby but hygienic'. At the time of the inspection there were major roof repairs underway, which until completed was holding back any

redcoration of the House. Communal rooms were considered more than adequate for their purpose and are available to day pupils as well as boarders. This point was raised in one of the discussion groups and a boarder made the statement that often damage is caused by day pupils but boarders in School House get blamed. Again the range of toilet and bathroom facilities was adequate but their positions were not easily accessible to many boarders. Many of the bedrooms had high bunks or cabin beds because of spatial limitations but when refurnishing this house consideration should be given to alternative bedroom furniture.

From meetings with staff in School House it was felt that the recording systems in operation here were very good and handover information was prioritised. Overall School House lacks many desirable design features but was judged as being well run.

Courtenay.

This House is again of a similar genre to School House and attracted many of the same observations regarding the location of facilities and general atmosphere of the House. Many of the rooms were considered to be rather spartan though the communal rooms were described as a little comfier than School House and less spartan. High beds were again in use in this house and their use should be kept under review.

Recording systems seen were mainly electronic. They proved to be effective, though there was a lack of clarity about navigation through the system when encountering it for the first time.

Conway.

This house is of more modern build occupying an excavated site it has various floor levels and lengthy corridors. Boarding accommodation is in a mixture of dormitory style rooms for the youngest Prep School boarders and bedrooms for the older boarders. Bedrooms are of a reasonable size, appropriately decorated and furnished and many have been personalised by their occupants. There are toilet and bathing facilities on each floor level though most of the shower rooms are in need of maintenance. This amounts to reviewing the provision of shower trays and curtains with more substantial facilities and relaying flooring in a way that provides an effective seal against the showers, to prevent water seepage downwards to lower floor levels.

On the ground floor there are two large communal rooms that have recently been created by knocking through smaller rooms to enlarge space. These rooms serve as lounge and games rooms for the boarders and are well used. The lounge is well furnished and homely. Prep School boarders have been given an additional room on an adjacent corridor for their exclusive use for relaxation, television and electronic games usage. The ground floor girls changing room is in need of redecoration because of damage caused by water seepage from the floors above, though it will need to wait until the upper floors

have been re-sealed. The house has recently had new House parents appointed and they have introduced physical changes to the house and some alterations in regimes. Boarders are generally very happy at Conway and parents reflected these sentiments in their written responses. The house holds parent teas on Fridays as a way of encouraging parents to get to know the house and staff and to encourage involvement and open communication. Decoratively there are areas such as the showers and changing rooms that need improvement but overall the boarding provision in Conway is good.

Kelly International Study Centre. (KISC)

This is a detached house in Tavistock town, which accommodated students from overseas when they first join Kelly College sixth form. The House has been tastefully modernised and furnished and provides good levels of accommodation at ground and first floor levels. Second floor accommodation is in the converted loft space and comprised two rooms either side of the staircase each with a full en-suite facility. There is potential for four students to occupy each room and in this respect it was felt that the en-suite provisions were not an ideal way of meeting the requirements for bathing and toilet facilities. Principally these facilities, whilst meeting the numerical requirements, are not best matched to the practical implications. Each facility has a small hand basin, toilet and raised shower tray within a plasterboard room created within the bedroom. This raises issues around privacy, hygiene and cross infection control. En-suite facilities are generally considered appropriate for use within a family setting but it is unusual to expect 4 unrelated individuals to use these facilities in such intimate circumstances as a shared bedroom. These issues were discussed at length during the feedback session and alternatives put forward by the school in terms of the wider development of the International Study Centre. If it is expected that this Centre will expand in numbers consideration of the communal space requirements needs also to be given when planning.

The Grove. (Kelly Academy of Sport. {KASP})

This is a detached house set above the Princetown road and has only been open since October 2006. It represents a new venture for Kelly College in that it currently accommodates students on BTEC and HND courses who are below and above 18 years of age. The property was previously sub-divided into four flats and the college have gradually purchased three of these and are in the process of purchasing the fourth. The house has been converted into single and double bedrooms with two bathrooms, kitchens and one large communal room on the first floor. As such the premises offers excellent accommodation standards with staff living on-site to supervise and assist students. Several of the students are at the top of their sporting discipline and their regimes are very demanding and physical. The house is close enough for them to use the facilities of the college yet separate enough for them to have some individual identity and to utilise their time in a way that most benefits their study and training regimes at any time.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

1, 23, 31, 34.

The school has good management arrangements in place. Throughout various pieces of documentation and handbooks the theme of an all-round education is repeated and reinforced. This is carried out in practice and the school has invested in good staffing ratios within the boarding houses and a commitment to preparing staff for more responsible positions in boarding through experience and training.

Quality in this outcome area is **good**.

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

EVIDENCE:

NMS 1. Statement of Principles and Practice

The school has made clear statements regarding its principles and practice. These are included in the school prospectus, pupil handbooks and house handbooks. The practice of the school is to encourage pupils to be independent and to achieve their potential by presenting them with a wide range of experiences and opportunities in education, challenge and enjoyment. The atmosphere of the school is calm and ordered and borders benefit from a strong pastoral system. In all ways the school works towards its stated principle of "Preparation for Life".

NMS 23. Risk Assessments and Monitoring.

Risk assessments and records were inspected and pupil progress could be tracked. The school's approach to the monitoring of these areas has already been commented on and this was further evidenced during the inspection when issues relating to the school's approach to record keeping and Internet Access for pupils were discussion topics on staff forum agendas.

NMS 31. Supervision of Boarders.

Boarders are appropriately supervised at all times and the structure of staffing within each boarding house enables boarders to have access to different personalities through their boarding period. This was evident from boarders' questionnaire responses and the range of people they identified when asked questions about how their views can be made known and whom they would turn to for help. The only caveat to the overall satisfactory nature of boarder supervision is in respect of the Prep School Boarders. Whilst they are supervised as part of the wider group of boarders within Conway their overall experience of boarding is not as positive as it could be. Because of their age they demand more staff attention than can be reasonably afforded by the current regime and ideally need space away from the older boarders in order to enjoy their own play and activities.

NMS 34. Boarding Staff are suitably qualified.

Staff in boarding houses have clear job descriptions and the arrangement of staffing enables opportunities for experiential learning before increasing levels of boarding responsibility through progression to senior boarding positions. Specific training in boarding is initially through in-house induction with other courses such as BSA available. Unfortunately it was not possible to evidence any of this specific boarding training and it was recommended that such a record be kept for each member of boarding house staff.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools 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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	3
16	X
17	X
24	4
25	X
48	X
49	X

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	3
18	3
27	X
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
19	4
21	X
30	X
36	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	3
42	X
44	X
45	X
50	X
51	N/A

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection?

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	BS3	Ancillary staff should have scheduled refresher or top-up child protection training.	
2	BS5	The school might consider the introduction of 'Grumble Books' in Boarding Houses as a means of tracking low level complaints or concerns.	
3	BS38	<ul style="list-style-type: none"> The staff recruitment procedures must ensure that all references are taken up, qualifications are verified and that CRB checks have been received before duties commence. The school should consider using a recruitment checklist for all new staff posts. 	
4	BS41	There should be an audit of boarding houses to ensure that all appropriate final exit doors are alarmed.	
5	BS14	The school should consider separate staffing arrangements for the Prep School boarders in order to meet their specific needs whilst living away from home.	
6	BS34	There should be a record of boarding staff training.	
7	BS40	The school should review the use of the top floor of the KISC House to ensure the bathing and toilet facilities are more appropriate.	

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