

inspection report

Boarding School

Colston`s Collegiate School

Bell Hill

Stapleton

Bristol

BS16 1BJ

20th, 21st & 22nd October 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Colston's Collegiate School

Address

Bell Hill, Stapleton, Bristol, BS16 1BJ

Tel No:

0117 9655207

Fax No:

0117 9585652

Email Address

headmaster@colstons.bristol.sch.uk

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

Society of Merchant Venturers

Name of Head

David Crawford

CSCI Classification

Boarding School

Type of school

Independent School with
Boarding

Date of last boarding welfare inspection

NA

Date of Inspection Visit		20th October 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Paul Clark	072861
Name of CSCI Inspector	2	Wilfried Maxfield	
Name of CSCI Inspector	3	Helen Taylor	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Lynne Heath	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		David Crawford	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Colston's Collegiate School.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Colston's Collegiate (Upper) School is an independent, co-educational boarding and day school for approximately 600 pupils aged from 11 -18. At the time of the Inspection there were 57 boarders (50 boys and 7 girls). There are three boarding houses, Mortlake for boys aged 12-18, Upper Mortlake for boys aged 17-18 and Winterbourne for girls aged 11-18. Colston's School was founded in 1710 by the Bristol philanthropist, Edward Colston. He entrusted the school into the trust of the Merchant Venturers, who continue to play an active role in the school's affairs, nominating half the governing body, including the chairman, from its members. There is a lower school for younger pupils situated nearby which does not take boarders.

The school has over 30 acres of beautiful grounds and its panoramic view of the City of Bristol make for a pleasant living environment.

The school has a national reputation for sporting excellence, particularly on the rugby field. The school has a Medical Centre which is run by 2 qualified nurses and which has a visiting GP who conducts a weekly surgery. The Centre can accommodate up to 3 pupils who are unwell.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school has good systems of child protection evidenced by clearly written policies on child protection, bullying and on making complaints. All teaching staff have received training in child protection. The school's risk assessment programme also ensures the safety of young people. These systems support the sense of community spirit that is part of the schools ethos.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The boy's Boarding Houses are somewhat aged and need general development and improvement. The sick bay also needs structural development.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The Inspectors were firmly of the view that Colston's Collegiate School provides a good boarding experience for the young people accommodated. All of the young people spoken to felt safe and happy at the school.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

na

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS5	It is recommended that the school's information documents, which detail the school's Complaints Procedure, be amended to include the complainants right to make direct representation to the CSCI.	01/01/05
2	BS5	It is recommended that the school keep a dedicated record of all complaints made in a central record book.	01/01/05
3	BS6	It is recommended that the school Matron is kept closely informed of the content of the PHSE programme to ensure that contradictory information is not given to boarders.	01/01/05
4	BS6	The school should ensure that the nutritional health of boarders is not compromised by the taking of protein supplements. This should be done by consulting with an appropriate authority. Additionally, the school should be mindful of the possibility of the misuse of performance enhancing drugs and consult the appropriate authorities to ensure that staff are given the correct guidance on this issue i.e. what staff should look out for.	01/01/05
5	BS7	It is recommended that the boarder's medical background form is updated to include the contact details of the child's home GP.	01/01/05
6	BS7	It is recommended that boarder's medical background records are in place for all boarders at the time of placement.	01/01/05
7	BS8	It is recommended that the Board of Governors conduct a specific annual review of the quality of the welfare provision for boarders in line with Standard 8.2.	01/04/05

8	BS10	It is recommended that the standard of the boys boarding houses, in terms of the décor and furnishings, is upgraded to match the standard of the girls boarding house.	01/10/05
9	BS14	The school does not identify in its information documents the name and contact details of an independent (from the school) person who boarders may access for help and advice on personal guidance or help with a personal problem and it is recommended that they do so.	01/01/05
10	BS15	It is recommended that a person is identified to keep a central record of the location of first aid boxes, that a checklist of contents is kept in each box, that a routine observation of content and restocking is scheduled.	01/01/05
11	BS15	A list of the contents of the medication (both prescribed and proprietary) held in the medication cupboard in the sick bay should be kept as well as their expiry date.	01/12/04
12	BS15	It is recommended that individual written records should be kept and passed between the matron and house staff to prevent accidental overdosing of medication such as Paracetamol. The written record would also show the amount of homely medication being given over a period of time.	01/12/04
13	BS16	The bedrooms in the sick bay are stacked with boxes, desks and files. It is recommended that these items be removed and the rooms redecorated as they are presently neither friendly nor inviting. The upper room needs to have its own en-suite bathroom/WC as the only nearby bathroom is downstairs, and through matron's office and the situation might arise where this would have to be shared with other ailing boarders. This raises the possibility of cross infection.	01/04/05
14	BS1616	The informal caring arrangements, whereby ancillary staff care for ailing boarders during the daytime, should be included in their Job Description and appropriate training and guidance given. Additionally, ancillary staff should have access to boarding house telephones to enable them to communicate with matron.	01/01/05
15	BS20	It is recommended that the school carry out a review of boarder's lockable wardrobes and repair or replace them as necessary.	01/04/05
16	BS29	A recommendation is made that the swimming pool area is kept locked at all times when not in use and that COSHH materials are kept securely locked.	01/12/04
17	BS29	It was also noted that the pool area does not have a foot disinfecting trough/pool and it is recommended that the school consult the appropriate Environmental Health Office about the need for this facility.	01/01/05
18	BS38	All adult members of staff households who live on the school premises must undergo standard CRB checks.	01/01/05
19	BS40	It is recommended that each single bedroom in Mortlake has its own light.	01/04/05

20	BS40	It is recommended that the school review the shower facilities in Mortlake and make their upgrading a priority item in its development plan.	01/09/05
21	BS40	It is recommended that the worn carpets in the larger dormitories of Mortlake be replaced.	01/09/05
22	BS40	The general décor of communal rooms and hallways in Upper Mortlake was poor with some walls showing evidence of internal damp. It is recommended that this is attended to.	01/04/05
23	Regulation 6	It is recommended that all serious matters affecting the welfare of boarders be notified to the Commission.	01/12/04
24	BS40	The toilet areas in both of the boys Boarding Houses smelt heavily of urine and it is recommended that a routine cleaning system be put in place to address this.	01/12/04
25	BS42	It is recommended that the school review the bed provision for larger boys and address this accordingly.	01/12/04
26	BS42	A firmer line should be taken on the displaying of sexually overt posters in boarders bedrooms.	01/12/04
27	BS47	It is recommended that the area identified as being cluttered up with discarded maintenance material be kept locked to prevent access by students.	01/12/04
28	BS49	It is recommended that bed linen is changed weekly.	01/12/04

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS11	The 'Parents/Boarders Guide' might include the name and contact details of the School Chaplain.
2	BS11	The school might consider changing the term 'punishment' (used in the 'Boarding Staff Guide') to 'sanction'.
3	BS33	It was noted that domestic staff in the boarding houses take on a pastoral role and an advisory recommendation is made that they be included in any future child protection training.
4	BS12	The membership of the 'Boarders Council Meeting' might benefit from the inclusion of a member of the Board Of Governors.
5	BS14	It is recommended that the school consider appointing female care staff in the boy's boarding houses during the evenings.

6	BS25	An advisory recommendation is made that drinking dispensers are installed in the dining room and in the Boarding Houses.
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*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	YES
• Independent Person or Counsellor	NA
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	YES

Date of Inspection	20/10/04
Time of Inspection	09:00
Duration of Inspection (hrs.)	31.0
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

11

TO

18

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

50

Girls

7

Total

57

Number of separate Boarding Houses

3

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence

Standard met?

3

The school made available to the inspectors a range of clearly written, detailed and comprehensive information documents intended to advise boarders, staff, parents and other stakeholders about the philosophy and aims of the school as a whole and to give an outline of the facilities and welfare support for boarders. The 'Parents/Boarders Guide' might have included the name and contact details of the School Chaplain. Also the school might consider changing the term 'punishment' (used in the 'Boarding Staff Guide') to 'sanction'. The school also provided the Inspectors with an extensive range of the schools 'Policies and Procedures' including its child protection, bullying and complaints procedures. These were also clearly written.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

The schools policy in addressing bullying is clearly written and is contained in all of its relevant information documents. Only 6 of the 57 boarders (who returned a questionnaire survey) said that they had experienced bullying, none of these being of a physical nature and more commonly involved name calling. Boarders spoken to said that the ethos of the school (that of a supportive community) discouraged bullying and that they were confident that staff would deal with bullying appropriately should it arise.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

90

%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

3

The Head Teacher is the identified Child Protection Coordinator and all staff were aware that any disclosure of abuse should be immediately referred to him. A copy of the Area Child Protection Committee, Child Protection Procedures was in place and staff spoken to know where they can access this. All teaching staff attended a training course on Child Protection at the beginning of term. This was initiated by the school and facilitated by the training Section of the local Social Services Department. It was noted that the domestic staff in the boarding houses take on a pastoral role and an advisory recommendation is made that they be included in any future child protection training.

No child protection concerns have been raised the Director of the local Social Services Department in response to the Inspector's pre-Inspection letter.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

Boarders spoken to are aware of the school's policy on discipline and these are clearly set out in the school's information documents. The boarder's questionnaire survey indicated that this policy was fair and proportionate.

The Head Teacher keeps a record of all events requiring formal disciplinary action.

Standard 5 (5.1 - 5.7)

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

Key Findings and Evidence**Standard met?**

2

All of the school's information documents for boarders, parents and staff detail the school's complaints procedure. It is recommended that these documents be amended to include the complainants right to make direct representation to the CSCI.

It was noted that a record of complaints made, (be they from the student, their family or whoever) is kept on the individual students file. It is recommended that the school also keep a dedicated record of all complaints made in a central record book.

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

1

Standard 6 (6.1 - 6.3)

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

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

The school has a well formatted system for carrying out risk assessments on all the critical aspects of the school life where a danger may be present. The system ensures that ongoing reviews are made of these assessments and specified action is clearly detailed.

The school's Personal, Health and Social Education (PHSE) curriculum ensures that boarders are provided with relevant information on alcohol, smoking and drug misuse. It is recommended that the school Matron is closely informed of the content of this programme to ensure that contradictory information is not given to boarders.

The school has a national reputation for the achievement of sporting excellence (particularly on the rugby field) and whilst visiting boarders bedrooms the Inspectors were surprised by the large stocks of protein supplements that several boarders had accumulated. The school should ensure that the nutritional health of boarders is not compromised by the taking of these supplements by consulting with an appropriate authority. Additionally, the school should be mindful of the possibility of the misuse of performance enhancing drugs and consult the appropriate authorities to ensure that staff are given the correct guidance on this issue i.e. what staff should look out for.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

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

The school attempts to keep a record of each boarder's health background. Parents are asked to complete a form detailing this information at the time of a boarders introduction to the school. They also sign to give their permission/consent for the child to have medical treatment in their absence. It is recommended that the medical background form is updated to include the contact details of the child's home GP.

It was noted that health background records are not in place for some of the boarders and it is recommended that these are in place for all boarders at the time of placement.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

2

All members of the Senior House staff are experienced and appropriately qualified. The Head Teacher meets with the Board of Governors each term to inform them of the schools boarding arrangements. It is recommended that the Board of Governors conduct a specific annual review of the quality of the welfare provision for boarders in line with Standard 8.2.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

As previously stated the school has a well formatted system of risk assessment in place. All teaching staff attended a 'Dire Emergency Planning' training event at the beginning of term. Fire safety equipment tests and drills are carried out at the appropriate frequency and a record of these is kept.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence

Standard met?

2

There are 3 boarding houses, 2 for boys and 1 for girls. The girls house is smaller and is much more domestic in nature, the décor and furnishings are also of a higher standard than the boys. There appears to be an assumption made by the school that the girls' comfort needs are greater than those of the boys. However, the girls house lacks the games facilities that the boys enjoy e.g. the boys houses have pool tables and table football. It is recommended that the standard of the boys boarding houses, in terms of the décor and furnishings, is upgraded to match the standard of the girls boarding house.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?****4**

The school provides an impressive variety of recreational and scholarly activities for boarders and students outside of formal lessons. This includes participation in the Combined Cadet Force (compulsory for Year 9 students) which all students spoken to said that they enjoy. This is a central tenet to the extra-curricular activities of the school which aligns with the schools principle of personal development in leadership and team working. Weekend activities are not so well structured but this allows the boarders more time to relax from the rigours of the week.

Standard 12 (12.1 - 12.2)

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

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

Boarders spoken to were positive about their involvement in the consultation about the running of the boarding houses. Representatives from each year attend a twice term 'Boarders Council Meeting' which all boarding staff attend. The membership of the 'Boarders Council Meeting' might benefit from the inclusion of a member of the Board Of Governors.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

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

Upper 6th Students are appointed as prefects and as such take on a monitoring and support responsibility for younger pupils, they do not operate sanctions or matters of discipline other than to feed back to Masters. All boarders spoken to said that the prefect system worked in practice and they gave no evidence of a culture that allowed an abuse of power.

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

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

All of the boarders who returned the pre-inspection questionnaire survey could identify several members of staff to whom they could turn to for personal guidance or help with a personal problem.

There is a personal tutor system in place. Several boarders stated that this was a particularly useful source of support and guidance.

Each Boarding House displayed 'Childline' contact information posters on their notice boards.

It was noted that there are no female members of staff present in the boy's boarding houses during the evenings. However, the female ancillary staff (who are present during the day) take on a nominal 'pastoral' care role in this regard. Since this activity is not within their 'Job Description', and since the evenings are more likely to be a time when homesickness and personal concerns might arise, it is recommended that the school consider appointing female care staff in the boy's boarding houses during the evenings.

The school does not identify in its information documents the name and contact details of an independent (from the school) person who boarders may access for help and advice on personal guidance or help with a personal problem and it is recommended that they do so.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

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

The sick bay is located in a convenient position near the school entrance. There are two rooms for sick pupils, one, with two beds and an en-suite bathroom and adjoining the matron's office, the other immediately above this; the latter has no bathroom facilities. The sick bay is staffed by two part-time matrons from 9am until 5pm and should a sick boarder need to be kept in the sick bay one of the Matrons would stay overnight at the school. If this were not possible, agency nurses would be brought in. Outside of these hours, staff can contact the duty matron at home (both live within a couple of miles of the school) or can call the emergency doctor/NHS Direct. Boarders are registered with a local GP who comes to the school once a week. Girls can request to see a female doctor. Arrangements can be made for dental and optical attention. Boarders are given the choice of whether staff accompany them at such times. One parent commented that there were no routine dental inspections for boarders.

All staff have done the one day First Aid training with many having completed the full four day course.

There are a large number of first aid boxes kept in numerous locations around the school (i.e. in the various laboratories and workshops, in the boarding houses and in the various sporting facilities). It is recommended that a person is identified to keep a central record of these various locations, that a checklist of contents is kept in each box and that a routine observation of content and restocking of all first aid boxes is scheduled.

An individual record card in a 'Kardex' system is held for each boarder in matron's office. This is used to record any visits to the centre, injuries, illness, treatment given and any medication prescribed by a doctor. There is also a medical record form which has to be completed by parents on entry to the school giving details of illnesses, allergies, vaccinations and other relevant information. It was noted that several overseas boarders had not completed and returned this form despite frequent requests to do so. As was noted in Standard 7 it is recommended that boarders are not admitted without this information.

Boarders' prescription medication and 'homely' remedies are kept in a locked cupboard in the sick bay. However, there was no list of the contents of this cupboard and it is recommended that a record should be kept of all medication held as well as its expiry date.

House parents also keep a few homely remedies for administration outside sick bay hours and a protocol is in place for this. Written details are kept by house-parents, with matron being informed each day of any medication administered overnight. Likewise, matron informs house-parents of any medication given during the day. It was felt that word of mouth was too unreliable and it is recommended that individual written records should be kept and passed between the matron and house staff to prevent accidental overdosing of medication such as Paracetamol. The written record would also show the amount of homely medication being given over a period of time.

Boarders are allowed to administer their own medication on the advice of matron and have locked facilities for its storage.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

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

Matron decides whether it is necessary to admit sick boarders to the sick bay or allow them to return to their House. The rooms in the sick bay are used for a dual purpose and are stacked with boxes, desks and files. It is recommended that these items be removed and the rooms redecorated as they are presently neither friendly nor inviting. The upper room needs to have its own en-suite bathroom/WC as the only nearby bathroom is downstairs, and through matron's office and the situation might arise where this would have to be shared with other ailing boarders.

Boarders who return to the House report that they are well looked after and that matron usually checks on them regularly. Others, however, said that they were frequently looked after by domestic staff during the daytime. This does not come into the Job Description of the domestic staff and although they were happy to do this, it is a system which relies too much on the good will of the domestics and needs to be formalised with appropriate recognition and training. A telephone system should also be in place for contact with the sick bay and which does not involve entering the house-master's private accommodation. Domestics were not happy to do this and felt obliged to use their personal mobiles in an emergency.

All boarders were happy with arrangements for contacting staff during the night.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

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

Staff are made aware through a written list in the staff room and boarding houses of individual boarders significant health problems. The catering department is likewise advised of allergies and dietary requirements.

The School has links with local Psychiatric/Psychological services, which can be accessed via the G.P when necessary.

The Matrons see several boys for informal 'counselling' for homesickness and other problems. As the Matrons are only generally on duty during the daytime an advisory recommendation has been made in Standard 14 in this regard.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

Although there is a good collegiate and community spirit within the school (which several students described as 'being like family') it was noted that English and Chinese students tend to separate at mealtimes and in dormitory bedrooms. Whilst there does not appear to be any conflict between these groups, the school should be mindful of this situation and its potential for disagreement.

Standard 19 (19.1 - 19.6)

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

Key Findings and Evidence**Standard met?**

3

Most boarders have mobile phones. There are payphone booths in each Boarding House which several students said did not afford much privacy. All boarders can send and receive emails through the IT facilities in the main school, and the Head Teacher stated that the school intends to make this available in each Boarding House in the near future. One parent living overseas made the comment that written information was slow to be sent by the school and suggested that parents could be added to an IT distribution list to hasten the receipt of general information.

Standard 20 (20.1 - 20.3)

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

Key Findings and Evidence**Standard met?**

3

Although each boarder has a lockable wardrobe in their bedroom where they may keep personal possessions, many of these (particularly those in Mortlake) are in a poor condition with broken locks and broken doors. It is recommended that the school carry out a review of these lockable wardrobes and repair or replace them as necessary.

Standard 21 (21.1 - 21.3)

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

Key Findings and Evidence**Standard met?**

3

A good induction programme for new boarders was seen to be in place. There are clearly written guidance documents in place for boarders and their families.

Standard 22 (22.1 - 22.4)

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

Key Findings and Evidence**Standard met?**

3

The School does not appoint 'guardians' and makes it clear to parents that they must ensure the welfare of their children when arranging 'guardianship'.

Standard 23 (23.1 - 23.4)

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

Key Findings and Evidence**Standard met?**

3

An appointed staff member reviews all risk assessment. The Head Teacher monitors the schools records of disciplinary action, complaints and accidents and reports these each term to the Board of Governors.

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?**

4

Although (as is frequently the case) the boarders questionnaire survey indicated that on occasions the food provided was poor, this was not in fact true. At the time of the Inspection the food provided was of an excellent quality and quantity with a wide range of choice. Conversations with boarders, students and staff confirmed that this was not a 'one off' finding. Menu plans were seen which indicated that a varied and nutritious diet is provided. This also showed evidence that oriental foods are frequently provided.

Standard 25 (25.1 - 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

Key Findings and Evidence**Standard met?**

2

Each Boarding House has kitchen facilities where snacks can be prepared. An advisory recommendation is made that drinking water dispensers are installed in the dining room and in the Boarding Houses.

Standard 26 (26.1 - 26.5)

Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence**Standard met?**

3

As previously stated, all teaching staff attended a 'Dire Emergency Planning' session at the beginning of term.

Fire Alarm tests and evacuation drills are carried out at appropriate intervals and a dated record is kept of these.

Standard 27 (27.1 - 27.3)

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

Key Findings and Evidence**Standard met?**

3

As might be expected in a school which has a national reputation for sporting excellence, and in particular a high achievement on the rugby field, sporting injuries are a common occurrence. These are appropriately recorded and all sports staff have received training in first aid and take appropriate medical facilities and mobile phones to the field. A recommendation has been made earlier in this Report with regard to the use of protein supplements, and the need for the school to be mindful of the potential for the misuse of performance enhancing drugs.

Standard 28 (28.1 - 28.2)

The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence**Standard met?**

3

Although several local schools, clubs and societies occasionally use the schools sporting and leisure facilities none are accommodated overnight.

Standard 29 (29.1 - 29.6)

Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence**Standard met?**

2

As previously stated, all sports teaching staff have been trained in first aid. Staff responsible for the gymnasium and weights room facilities demonstrated a good knowledge of safety procedures.

The school has an outdoor swimming pool, which at the time of the inspection had been drained for the winter months. The pool is situated within a locked, fenced compound with changing rooms and a store room where pool chemicals are kept. The CSCI Inspection unfortunately coincided with the Combined Cadet Force (CCF) Inspection and as a consequence the pool compound had been designated as a holding area for equipment to be seen by the CCF Inspectors and had unusually been left unlocked. A staff member had appointed 2 senior pupils to safeguard the pool compound. Unfortunately, these 2 individuals had wandered off leaving the drained pool area open. This presented an obvious danger to any child who might have wandered in to play there. By happenstance, 2 of the CSCI inspectors were walking past the pool at the time it was left unattended. To compound the situation the store room was found to be unlocked and potentially hazardous COSHH material (Chlorine Bleach) was left on the store room floor. Although the Inspectors were assured that this was an unfortunate experience the lesson to be learned is that students should not be left in charge of potentially dangerous resources/facilities. A recommendation is made that the swimming pool area is kept locked at all times when not in use and that COSHH materials are kept securely locked.

It was also noted that the pool area does not have a foot disinfecting trough/pool and it is recommended that the school consult the appropriate Environmental Health Office about the need for this facility.

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

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

Outside of the school day and organised activities boarders may visit local areas, but they may only do this in pairs or groups. The school sets clear geographic boundaries and boarders must report back by set times. A 'Missing Persons Policy' is in place which directs staff action. Daily newspapers are kept in the school library.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

2

Although there are appropriate numbers of staff on duty to meet the needs of boarders, recommendations have been made earlier in the report with regard to the pastoral role undertaken by domestic staff, which requires formalising. Additionally, it has been recommended that the school employ female staff during the evenings and weekends in the boys boarding houses.

The school does not use Gap Students.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence

Standard met?

3

There are general written guidelines for those staff who are responsible for taking boarders on organised trips and this is appropriately risk assessed.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
Each Boarding house has an appropriate number of resident staff who are known to boarders and are accessible at all times. A register of boarders is kept. Boarders spoken to were aware of how to contact a member of staff during the night.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
All staff are given a job description on appointment. A recommendation has been made earlier in this report with regard to the job description of domestic staff and the training they receive. All staff are given a copy of the 'Boarding Staff Guide' which contains all of the schools relevant policies and procedures. There is a written 'Staff Induction Procedure'. All boarding staff meet half termly at the 'Boarding Council' meeting to monitor and review the boarding arrangements.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
All boarding staff have been provided with all of the school's policy and guidance documents on boarding. All new staff undertake an induction programme.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
A questionnaire survey of the entire group of boarders found evidence that children feel that they are treated well and fairly by staff. Boarders spoken to say that they are able to raise any concerns with staff and that they are confident that should they raise any concerns, these will be dealt with appropriately. In each boarding house the Inspectors observed a friendly atmosphere and there are generally, good relationships between staff and boarders.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
From conversations with staff and boarders it appears that boarders' privacy is always respected.		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
The school provided written evidence that their recruitment policy meets the requirements of the National Minimum Standards (NMS). A random sample of staff files were seen which indicated that this policy is being observed. Enhanced Criminal Records Bureau (CRB) checks are taken on all staff whether teaching or ancillary. It was noted that families of staff living on the school premises do not undergo these checks and Standard 38.3 requires that these be done.		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
Enhanced Criminal Records Bureau (CRB) checks are taken on all staff whether teaching or ancillary. No staff are allowed unsupervised access to children until these checks are completed.		

PREMISES

The intended outcomes for the following set of standards are:

- **Boarders are provided with satisfactory accommodation.**
- **Boarders have their own accommodation, secure from public intrusion.**
- **Boarders have satisfactory sleeping accommodation.**
- **Boarders have satisfactory provision to study.**
- **Boarders have adequate private toilet and washing facilities.**
- **Boarders have satisfactory provision for changing by day.**
- **Boarders have access to a range of safe recreational areas.**
- **Boarders are protected from safety hazards.**
- **Boarders are suitably accommodated when ill.**
- **Boarders' clothing and bedding are adequately laundered.**
- **Boarders can obtain personal requisites while accommodated at school.**
- **The welfare of boarders placed in lodgings is safeguarded and promoted.**
- **The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.**

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

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

All three Boarding Houses were inspected in some depth following comments received from some parents in their questionnaire survey returns about the standard of the décor and furnishings in the boys Boarding Houses. A recommendation has been made in Standard 10 which seeks to address the disparity between the boys and girls Boarding Houses in this regard.

The girls Boarding House (Winterbourne) has recently been decorated and furnished to a high standard. There are 5 single bedrooms and 1 shared bedroom. All rooms are of an adequate size with evidence that rooms can be personalised to individual taste.

Observation of Mortlake had led to the following recommendations:

- A review of the bedroom wardrobes should be carried out to assess which wardrobes fail to provide adequate security for boarder's personal possessions. These should be repaired or replaced as necessary. (This recommendation has previously been made in Standard 20 of this Report).
- The central rooms of the Boarding House comprise of single bedrooms off of a connecting hallway. The top 1/3rd of the dividing walls between the rooms are made of a wire, cage-like material which is not aesthetically very pleasing. However, to the Inspectors surprise these rooms were popular with the boarders residing in them, the only point made by them was that the lighting was rather dim. This was because all bedrooms are lit from a central light in the hallway (explaining the purpose of the caged top of the walls). Although boarders compensate for this by the use of reading lights, it is recommended that each bedroom has its own light.
- There are banks of shower cubicles which although they have shower curtains, afford little privacy. Many of the curtain rails have been bent downwards (presumably because they have been used as unofficial 'pull-up' bars) making the curtains unusable. Boarders complained that the showers fluctuated in temperature and flow and that the shower floor was rough and uncomfortable. It is recommended therefore that the school review the shower facilities in Mortlake and make their upgrading a priority item in its development plan.
- It was noted that the carpets in the larger dormitories were becoming worn, many areas being repaired with carpet tape, other areas were torn and presented a danger of tripping. It is recommended that these carpets be replaced.

Observation of Upper Mortlake has led to the following recommendations:

- The general décor of communal rooms and hallways was poor with some walls showing evidence of internal damp. It is recommended that this be attended to.
- At the time of the Inspection the shower facilities in Upper Mortlake had been temporarily closed down (as had the shower facilities in several other of the sports changing rooms in the school) this followed the discovery of the Legionnaire bacteria in the hot water system. The school had followed the advice of the water authority and parents had been informed. Action had been taken to address the problem and the school were awaiting the 'all clear', which was expected the day after our inspection. In the meantime numerous ad hoc arrangements were in place to meet the showering requirements of boarders. It is recommended that all such serious matters affecting the welfare of boarders be notified to the Commission.

Standard 41 (41.1 - 41.8) Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.		
Key Findings and Evidence	Standard met?	3
Day pupils do not use any of the boarding house facilities without permission. Entry to all parts of the boarding houses is restricted to key pad access only. The school has CCTV around several high security areas.		

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	2
As previously stated, the standard of the Boarding Houses is variable both within and between Houses. All of the boarders take the opportunity to personalise their bedrooms. However, in spite of there being an expectation that posters should not be sexually explicit some of those seen were overtly sexist and it is recommended that a firmer line be taken on this. Some of the larger boys in both Boarding Houses complained that their beds were too small. Some of the beds are only 2 ft. 6 ins. wide. It is recommended that the school review the bed provision for larger boys and address this accordingly.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
There are appropriate study areas in each boarding house although the designated rooms for prep are favoured because they have access to IT equipment. Many of the boarders bring their own laptops into school and the school reminds boarders to be security conscious.		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
The condition of the showers in the boy's Boarding Houses has been mentioned earlier in this Report (Standard 40) and recommendations made. On a general note, the Inspectors observed that the toilet areas in both of the boys Boarding Houses smelt heavily of urine and it is recommended that a routine cleaning system be put in place to address this.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	2
Sports changing and showering facilities for boarding pupils are generally of sufficient size, clean and are well appointed (although see the comments about the condition of showers in the previous Standards).		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>The school has a wide range of sporting facilities within the campus. These include, a well equipped sports hall, a weights room, squash courts, an outdoor swimming pool and extensive sports fields (including a large astro-turf area for hockey). The pool area and its changing rooms are rather old and in a poor decorative state.</p> <p>The school has an excellent theatre facility.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
<p>The Inspectors identified for the school, during the Inspection feedback, an area cluttered with discarded maintenance material. It is recommended that this area be kept locked to prevent access by students.</p> <p>There is a stairway leading from Upper Mortlake which has an impressive mahogany handrail. The Inspector witnessed a student sliding down this. Whilst this has been a part of the school for the past 200 years without incident, the rail is at quite a height and it is hoped that the school will continue to firmly apply the 'no sliding' rule.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	2
<p>As mentioned in Standard 16, there are 2 rooms in the sick bay for boarders who are ill. Recommendations have been made with regard to their décor and the provision of a separate bathroom/WC.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	2
<p>Both staff and boarders speak highly of the schools laundry system with few items of clothing being lost or misplaced. It was noted that bed linen is only changed once a fortnight and it is recommended that this is done weekly.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>The school has a small 'tuck shop' where boarders can buy sweets. Boarders can also access the local shop. Boarding staff will take boarders to the nearby supermarket if the need arises.</p>		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The school does not arrange lodgings to accommodate boarders and it is made known to parents that they must make their own arrangements in this regard.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The Head Teacher stated that should off site accommodation be provided for boarders i.e. in the case of field or camping trips, all the requirements of Standard 52.8 would be met.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this draft report relating to the Inspection conducted on 20th to 22nd October 2004 of inspection at Colston's Collegiate School and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The inspection was carried out in a professional and supportive manner. The inspectors were approachable and entered into a constructive dialogue with staff who saw them as non-threatening and helpful.

The main thrust of the report that the level of care was good, but that the boys' accommodation required some upgrading was fair.

The suggested completion dates for the recommendations are unrealistic. For example, upgrading the boys' boarding facility requires major financial investment which will have to be phased over a number of years. At present the upgrading costs of a room in Upper Mortlake are something in the region of £3000.

On page 16 it states that the CSCI have received one complaint about the school during the last twelve months. I am not aware of this or the nature of the complaint.

The administrative staff of CSCI at Almondsbury were asked for electronic copies of the Action Plan proforma and the Head's response. They stated that these were not available, even when it was pointed out that we used word processors rather than typewriters. The staff were unhelpful and offhand. It seems a complete waste of someone's time to have to decipher and word process a hand written report.

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

NO

Note:

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

D.2 Please provide the Commission with a written Action Plan by 31st December 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Colston's Collegiate School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I _____ of Colston's Collegiate School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

Commission for Social Care Inspection

33 Greycoat Street

London

SW1P 2QF

Telephone: 020 7979 2000

Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120

www.csci.org.uk

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