

# inspection report

Boarding School

## **Adams Grammar School**

High Street

Newport

Shrophire

TF10 7BD

29th November 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**

Adams Grammar School

**Address**

High Street, Newport, Shropshire, TF10 7BD

**Tel No:**

01952 810698

**Fax No:**

01952 812696

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

Haberdashers' Company

**Name of Head**

Mr Jim Richardson

**CSCI Classification**

Boarding School

**Type of school**

Grammar School

**Date of last boarding welfare inspection**

N/a

<b>Date of Inspection Visit</b>		29th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Lorraine Briggs	072942
<b>Name of CSCI Inspector</b>	<b>2</b>	Janet Oxley	
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Lynne Heath	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		MR J RICHARDSON, MR R MULHERN , MR L HADLEY	

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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 (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

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

This document summarises the inspection findings of the CSCI in respect of Adams Grammar School.

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Adams' Grammar School is a Voluntary Aided, selective, day and boarding boys' Grammar School, which admits girls to the sixth form on a day basis. The school is a Haberdashers' Company School with Technology College Status.

Adams' is a state school and all tuition is free. Boarders pay only the costs of boarding, making boarding at Adams' Grammar School around a half to a third of the cost of an independent boarding school.

At the time of the inspection 90 of the 699 pupils attending the school were boarders. The main school campus is located in the town centre of Newport, Shropshire. There are two boarding facilities. Longford Hall which caters for Junior boys is a beautiful Georgian mansion set in 125 acres of sports fields and woodland incorporating a well-stocked fishing pool. Longford Hall is approximately 1 mile from the main school site. There are between 2 and 6 boys in each dormitory. Every boy has his own workspace and is encouraged to bring his own colourful duvet, posters and pictures to make him feel at home.

Pastoral care and support are provided to boarders by the House Master and 3 Matrons. In addition each pupil has a Personal Tutor. The team in its entirety takes responsibility for boarders care, personal development, welfare and general happiness. The School Doctor visits weekly and at other times if necessary.

Nutritious menus are freshly prepared for all meals at Longford. Snacks and drinks for hungry growing boys are available at other times.

Supervised prep takes place each weekday evening in the well-equipped prep room and help and advice is at hand from the duty Boarding Tutor. There is a computer room at Longford Hall, which can also be used for prep.

Longford Hall has a well-equipped games room, a common room, a lounge with TV and video and, of course, plenty of space to play safely outside. The school sports facilities are available to boarders after school and at weekends. Trips out in the evenings and activity weekends are organised. Boys are encouraged to become involved in the local community and with day boys and their families.

The Senior Boarders live in eighteenth century town houses on the main school site. These houses were previously family homes so there are no large dormitories. There is a resident Housemaster and his wife, matrons and assistant boarding house staff.

As with junior boarders, the leisure facilities at Longford Hall and the main school site are available to the senior boarders. In addition Senior Boarders have a snooker room with a full-size snooker table; a number of lounge areas and a TV room equipped with Sky TV and a video / DVD. As they are based on the main school site, they have easy access to the facilities there, in particular the computer rooms, library and modern language laboratories. There is a supervised prep. session each evening and the computer suite is open until 9.00pm giving the Senior Boarders access to the school network and a filtered internet service which is available for all students to use free of charge. All students have their own workspace on the computer network and their own e-mail facility.

During the evenings and at weekends many activities and trips are organised. Driving

lessons can also be arranged for the appropriate age group.

The school offers many opportunities for pupils to participate in extra-curricular activities, including an active Combined Cadet Force, the Duke of Edinburgh Award Scheme, the Young Enterprise Scheme and a whole range of clubs taking place either at lunchtimes or after school. There are many sporting fixtures each year in Rugby, Hockey, Cricket, Basketball, Cross Country, Athletics and Swimming.

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

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

#### **Welfare Policies and Procedures**

Adams' Grammar School has written policies in place in relation to all issues. There are clear policies on child protection, bullying, behaviour and discipline and a complaint system is available to both boarders and their parents. These policies and procedures clearly outline the Schools principles and practices. In particular the schools status system reinforces positive behaviour, which demonstrates the schools proactive approach. The school has an excellent approach to health promotion.

#### **Organisation and Management**

Boarding at the school is under the leadership of the Deputy Head Pupil Welfare and the Housemasters. The Board of Governors appears to be fully supportive and involved. Boarders have access to a range and choice of activities and in a number of ways contribute to the operation of boarding provision. Prefects have a good induction, are given appropriate specific duties and responsibilities with supervision and support. Boarders were generally complimentary regarding the personal support received from staff. A survey of parents was undertaken as part of the inspection process, comments received included:

'We are very pleased with the way that our son has settled into boarding, largely due to the care and attention that the staff have shown him. The House Master, Mr Lee Hadley and his team are excellent in their attention to supervising homework, pastoral care and arranging activities during the weekend.'

'I think the overall standard of Boarding at Longford is very good. Pastoral care has been excellent throughout and I have found the staff accommodating and sensitive at all times'.

'My son starting boarding just over a year ago when he was in the lower sixth. I have found the support, compassion, direction, understanding and kindness that he has received of the highest standard. He has blossomed, is happy and beginning to achieve his potential. The staff are friendly and approachable, gaining the trust of parents and students, tackling problems as they arise. I do feel that I am in partnership with them and cannot praise Mr Mulhern and the matrons enough.'

#### **Welfare Support to Boarders**

It was considered that the school provides satisfactory health care and support to those pupils who are ill and it was considered that the identified health and personal problems of individual boarders were very well managed.

The school has an equal opportunities policy and there was no evidence to suggest that any boarder was experiencing discrimination.

New boarders are provided with support and an excellent induction on their arrival at the school and were complimentary regarding the process.

The standard of catering and all meals during the inspection was very good.

The school takes the risk of fire seriously and has records in place which demonstrate this. There is a professional system of risk assessment for high risk activities and staff have received training in this field.

#### **Staffing**

It was considered that Boarders are more than adequately supervised at all times by staff who have adequate training and support. Boarding staff attend regular INSET courses. At the time of this inspection the relationships between staff and boarders were based on good personal and professional relationships.

### **Premises**

The boarding accommodation is separated, appropriately by age. Junior Boarders are accommodated at Longford Hall and Senior Boarders at the main school site. Boarding accommodation is protected by keypad access and the school has security measures in place, wherever possible, to prevent unauthorised access.

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

### **Welfare Policies and Procedures**

The School should have written evidence that all staff have received child protection training and this needs to be ongoing. A central log of complaints and their outcomes should be in place for ease of inspection and monitoring purposes. The complaints procedure should include reference to the Commission for Social Care Inspection.

### **Organisation and Management**

Any person that the School identifies from outside the teaching and boarding staff that Boarders may contact directly about personal problems or concerns at the school must have been subject to Criminal Records Bureau checks.

### **Welfare Support to Boarders**

Recommendations have been made regarding the administration of medication.

### **Staffing**

The School must improve the recruitment procedure to ensure the procedure includes all the required elements as outlined in the standards, before appointment, which can be verified from professionally maintained individual records. The School must not allow any member of staff to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

### **Premises**

Although in general the premises were adequate and satisfactory, there were a number of areas as highlighted in this report regarding the Senior Boarding provision that were considered to require attention. The School must review its risk assessment process in light of some of the environmental factors that were identified during the inspection.

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

This report and its contents are based on the evidence gained from all three members of the Inspection Team, which included a Boarding School Professional Inspector.

This is the first welfare inspection of the School against the National Minimum Standards. Throughout the inspection the Headmaster, Deputy Head Pupil Welfare, Deputy Head – Academic, Senior House Housemaster, Junior House Housemaster, staff and boarders were welcoming, helpful and co-operative and all the recommendations made were fully acknowledged by the Headmaster, Deputy Heads, Housemasters and Bursar at the time of inspection.

The effective communication between staff and their enjoyment of and commitment to their roles was particularly evident throughout the inspection process. Boarders were complimentary regarding the support that they receive from staff and in particular the Housemasters, Tutors and Matrons.

Of the 49 standards that apply to the School, 39 standards were considered to be fully met, of these 9 were considered to be exceeded, 5 were identified as having minor shortfalls and 5 were identified as having major shortfalls.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

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

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

NA

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS5	A central log is maintained of all complaints.	01/06/05
2	BS5	The complaints procedure includes contact details for the Commission of Social Care Inspection	01/06/05
3	BS14	That persons identified to boarders for external contact are subject to CRB checks with a satisfactory outcome.	Without delay
4	BS15	That the recording of the administration of medication comply with the guidelines laid down by the Royal Pharmaceutical Society.	01/06/05
5	BS15	That a written protocol and guidelines be available on the use of Non Prescribed Medicines ( Homely Remedies).	01/06/05
6	BS23s	That the current system of reviewing Risk Assessments with regard to Health & Safety matters of boarding provision be kept under constant review.	04/04/05
7	BS37	That communal showers in Senior Boarding (Picken) be fitted with screens / curtains.	01/09/05
8	BS38	That the school's system for recruiting staff (including all ancillary staff) includes all the elements as outlined in Standard 38, before appointment, which can be verified from recruitment records.	Immediate
9	BS 39	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.	Immediate

10	BS40	That a review be undertaken in relation to maintenance issues relating to the boarding provision and necessary action taken by the School.	Without delay
11	BS44	That the showers and washbasin basins in Picken be totally refurbished.	01/09/05
12	BS44	That liquid soap and appropriate hand drying facilities be available in all bathrooms and toilets.	01/06/05
13	BS47	That where pupils and visitors have access, consideration be given to controlling the heating devices so that the surface temperature does not pose a risk of scalding when the system is running at maximum output.	01/09/05
14	BS47	That the provision of outside security lighting be reviewed at both sites and necessary action taken.	01/09/05
15	BS47	That the school retains evidence that all staff have received and understood training in Health & Safety.	01/09/05

#### 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	BS3	That all staff, at all levels, are given training on responding to suspicions or allegations of abuse. All staff sign to indicate that they have received the training.
2	BS49	That a review be undertaken in relation to laundry staff provision at the school.

\*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

**PART B****INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	NO
• 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	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	29/11/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	108
Number of Inspector Days spent on site	9

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

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

11

**TO**

17

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

90

**Girls**

0

**Total**

90

**Number of separate Boarding Houses**

2

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

The 4-point scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

### Standard 1 (1.1 – 1.4)

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

#### Key Findings and Evidence

#### Standard met?

3

All of the required elements of this Standard are being met by Adams' Grammar School. The statement has been updated this year, it is well publicised and elements are included in the Pupils Handbook, Parents Handbook, new Prospectus and Staff Handbook. This information is given to parents when making initial enquiries and on the boarder's admission to the School.

It was considered that the statement reflects the actual current boarding practice.

### 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

Adams' Grammar School has a full policy on countering bullying which covers necessary prevention, response and a definition. This policy is provided to parents, staff and boarders and is displayed around the school and within the Boarding houses. The subject is covered in more than one policy and the procedures, discussions and observations made indicated elements of built in corroboration. There are strategies in place for boarders to report relevant incidents through the individual Tutor system.

There was no evidence of 'initiation ceremonies' and all boarders spoken to at the time of this inspection gave no indication, at all, that bullying was an issue at the School.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

X

%

**Standard 3 (3.1 – 3.9)**

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

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

3

There is a policy available which is consistent with local Area Child Protection procedures and it was reported that this policy was given to all staff members. A response from the Local Authority Principle Officer, Child Protection stated that there is no knowledge of Social Services having received any Child Protection referrals from the School within the last two years.

The subject has been included in INSET training for staff however there was no written evidence that all staff, at all levels, as outlined in Standard 3.5, have been given briefing or training on responding to suspicions or allegations of abuse and that each individual is clear regarding what action they should take.

The Deputy Head Pupil Welfare pupil welfaremaster, Mr M Warren-Smith is the designated member to take responsibility, he has undertaken the relevant training and holds copies of local procedures and guidelines.

Prefects at Adams' Grammar are briefed on the subject during their induction training and are given clear guidelines.

There is a full policy, included in the staff handbook, regarding required action should a boarder go missing.

<b>Standard 4 (4.1 - 4.7)</b> <b>The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>It was considered that this standard was exceeded.</p> <p>Adams' Grammar has a fair and appropriate policy on behaviour, discipline and use of punishments which is well known to boarders, staff and parents. Within the Staff Handbook and in documentation for Boarders, there are full and comprehensive policies and information on the School rules, House Status System, Sanctions, Concerns. Policies and procedures are under review constantly to ensure a consistent approach and an effective and successful system.</p> <p>Responses to the pupils' questionnaire indicated that, in general, the use of punishments is seen as fair. At the time of this inspection the boarders stated to all three inspectors that they considered the punishments to be very fair when used (they stated rarely) and they were positive and complimentary regarding the treatment and respect they have from their House Masters, Tutors and Matrons.</p> <p>The schools approach to behaviour management is wholly proactive, with a strong emphasis placed on reinforcement of positive behaviour. This is headed by the very successful 'Status System'. The Status System firmly places the responsibility upon the students.</p> <p>Evidence through observations, discussions, inspection of records and the consistently easy, courteous and friendly manner of the boarders, which was observed throughout the inspection, substantiated this. As noted in Standard 36 the relationships between boarders and all staff was considered to be excellent and based on a good personal and professional basis.</p> <p>It was considered that there are no unacceptable, excessive or idiosyncratic punishments used and that the disciplinary powers of prefects are clearly defined. No physical restraint has been used at the School.</p> <p>A record of punishments is kept. These were seen to be satisfactory and the Second Master cross references these and reviews them at regular intervals.</p>		

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Adams' Grammar School has a satisfactory and appropriate policy on responding to complaints and this is given to all parents and boarders. This policy includes Informal Resolution, Formal Resolution and details of a Panel Hearing. The policy does need to include details of how to contact the Commission for Social Care Inspection.</p> <p>Throughout the methodology used during this inspection it was evident that the staff take the opinions and concerns of the boarders seriously and respond whenever necessary.</p> <p>A written record is maintained of all concerns or complaints made and responded to and these are maintained within the individual Boarding Houses. It was acknowledged, that for ease of inspection and regular review by the Headmaster, a central record should be kept.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

**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?**

4

It was considered that this standard was exceeded.

The School has a proactive approach to the promotion of Boarders' health. The subject of health promotion is included in the whole schools policies handbook. The school has an excellent PSHE curriculum, subject matter is also included in other syllabi where relevant.

The Matrons have attended courses in health promotion, and at the Senior Boarding distribute condoms. A number of health promotion leaflets were seen throughout the School and Boarding Houses on relevant subject matter.

The School has forged strong links with a local Medical practice, Boarders have access to drop in surgeries for young people.

**Standard 7 (7.1 - 7.5)**

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

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

3

Confidential Health Records are available for each boarder. These are developed from information given by the parents as part of the admissions procedure.

The matrons regularly update these records and updated information is also requested from parents.

These records include any visit to the local GP, vaccinations, referrals to other health professionals, any health problems and any requests from parents regarding health matters. They also identify the person with parental responsibility and contact details.

Records are kept in a locked filing cabinet in the Matron's offices. All boarders are registered with the local Medical Practice in Newport.

There was evidence of close liaison between all staff, to ensure that relevant information is given to those who need to know.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 8 (8.1 - 8.3)

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

#### Key Findings and Evidence

#### Standard met?

3

There is clear leadership of boarding in the school. Boarding staff report to the Deputy Head Pupil Welfare, Welfare.

Boarding staff are encouraged and enabled to attend courses (BSA and other).

The School has excellent support from the governing body; there are various committees who meet at least once per term. The Chair of the Governors is very active, knows all of the staff and visits the school at least eight times per year.

Both of the Housemasters have a wealth of experience in boarding. Apart from BSA courses, regular INSET courses are arranged (e.g. Adrian Underwood of BSA has lead INSET training and is returning to the School shortly).

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

3

The school has a Crisis Management Plan; this is detailed within the Adams' Grammar School handbook 'policies and practice'. The plan details immediate, short term and medium term action. Staff who were spoken to during the inspection were aware of the plan, which includes a full list of people to contact in various crises.

The School has insurance through Zurich Municipal, 'Protecting when disaster strikes'.

The School has handled a number of cases of bereavement with sensitivity.

**Standard 10 (10.1 - 10.5)**

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

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

The support and care that are afforded to the boarders are consistent throughout the provision.

**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**

It was considered that this standard was exceeded.

A wide range of activities is available outside teaching time.

Senior Boarders are free to go into the town of Newport after lessons and before tea. The sixth form can go out again after tea. All boarders have the opportunity to go into the towns of Telford, Newport or Shrewsbury at the weekends. There is a signing in and out system in place. The Junior Boarders are only permitted to go into the town centres in groups of 2/3. they are only permitted to go into Newport approximately twice a week, and are required to be back at the main school site at 5pm to catch the bus back to Longford.

The School provides plenty of on-site activities, there is a well equipped gymnasium, common rooms, sports hall, games room, extensive outdoor playing fields at Longford Hall, a well stocked fishing pool and an outside swimming pool for summer months. There is access to CCF.

Access to the internet is safeguarded, a firewall at source protects students from access to inappropriate material. Likewise the students are only able to rent 'age appropriate DVD's. From discussion it was evident that activities are pupil led.

It is indicative that the range of activities available has succeeded in the increase from weekly to full boarders, as the boys have become too busy to return home!

**Standard 12 (12.1 - 12.2)**

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

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

There are opportunities for boarders to express views on aspects of boarding provision through many informal routes, House Meetings, the Prefect System, suggestion box, concerns procedure and individual tutorials. All of the staff operate open door policies for all boarders.

Boarders who were consulted during the inspection confirmed that there is plenty of opportunity (through boarders' meetings, committees, food committee) to express their opinions and views. They stated that their views are discussed openly and acted upon when deemed reasonable and suitable. Reasons are always given for rejection of suggestions and boarders stated that they can always raise the issue again. During the inspection there was an opportunity to attend a house meeting with the Junior Boarders. Observation substantiated that boarders are able to contribute, raise issues, ask questions and make suggestions.

**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?**

4

It was considered that this standard was exceeded.

There is a thorough induction programme for prefects, this is facilitated by the Headmaster. The prefects who were consulted during the inspection stated that they have clear roles and considered themselves to be positive role models and 'supporters' to the other boys. No evidence was seen to suggest that any prefect is abusing the role, it was considered that the prefects are respected not feared at this School.

Again the Status System that is used at the School promotes positive behaviour. All privileges must be earned through good academic performance, good manners, hard work and a positive contribution to the Schools' community. Thus allowing the students to achieve through their own performance. The pastoral tracking system that is in place identifies suitable boarders.

The prefects have a very detailed handbook.

**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

It was considered that the outcome for each boarder in this instance was met. They each have a personal tutor, houseparent, matrons and the General Practitioner / Practice Nurse to whom they can turn and boarders are encouraged and enabled to approach any member of staff at the School. Discussions and observations indicated that the boarders always felt that they could turn to someone and in particular to their House Master, Matrons and Tutors. The tutoring system at the School appears to work satisfactorily and records are maintained. It was evident that there are communication channels between academic and pastoral staff when relevant information is shared and matters followed up. Pastoral development plans are updated twice per term in Senior Boarding and every 4 weeks in Junior Boarding.

The General Practitioner and Practice Nurse are identified as the people that boarders may contact outside the school about personal problems or concerns at the School.

As noted in Standard 38 not all persons involved with the boarders have been subject to CRB checks.

## 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

All boarders are registered with the local GP practice in Newport. Shortly after admission to the School each boarder has a medical and arrangements for dental and optical attention are in hand.

A surgery is held weekly at the School, but if a boarder needs to see the Doctor or Nurse then this is arranged by one of the Matrons.

It was reported that boarders over the age of 16 may choose whether they are accompanied to consultations and the local GP Practice have both male and female doctors.

All of the Matrons have completed first aid. Accidents are recorded appropriately.

Prescribed medication is only given to the relevant boarder and this medication is kept within locked cabinets within each Matrons office at the boarding houses. It was considered that a more professional approach be taken to the recording of prescribed and non prescribed medication and that individual Medicine Administration Record (MAR) Charts be completed at the time any medication is administered. Copies of guidelines were forwarded to the School at the end of this inspection. The School should also develop a written protocol and guidelines on the use of Non Prescribed Medicines (Homely Remedies).

At the time of this inspection no boarder was self-medicating.

**Standard 16 (16.1 - 16.3)**

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

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

3

There are 3 beds in the 'sick-bay' for the use of boarders and a single bed at the main school site and additionally a single bed at the Junior Boarding site if the need for separation arose. One of the Matrons would check on the child at least every five minutes and a record kept.

If the boarder remains in the boarding house a member of staff is on duty at all times and boarders are made aware of who is on duty and where that person is.

**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?**

4

Agreed and written individual 'welfare' plans are prepared for each boarder with special needs and these are regularly reviewed and updated. Weekly welfare briefing meetings take place at the School, additionally pastoral tracking takes place every 4 weeks. Confidential information is given to all relevant staff.

There was also much evidence to indicate that communication between the house staff and ancillary staff was professional and positive and that if a boarder had a problem, or concerns were identified, all staff would observe and liaise.

Boarders with medical difficulties appeared to be treated and supported in a satisfactory manner and there was much evidence received to indicate that fellow boarders and staff are fully supportive at times of personal stress and homesickness.

The school has access to an independent councillor.

Links exist through the medical practice used at Newport should social worker, psychologist or any other health professional be required.

**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

At the time of this inspection there was no evidence to suggest that any boarder was experiencing discrimination and a number of boarders indicated that they were mindful of groups who required encouragement to integrate.

There was evidence that the School demonstrates a commitment to equal opportunities and policy documents on countering discrimination have been developed and are given to all staff and prefects.

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders are able to contact their parents and families in private via the following means – fax, mail, E mail, School telephones, mobile phone, verbal messages passed by administrative staff, visits, week-ends at home. Two pay-telephones are available at the Senior site and at Junior Boarding. The Matrons also purchase mobile telephone ‘top ups’. Boarders do not need permission to contact their parents at any time, however during the school day, prep and activity time non-essential calls are not allowed.		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is a satisfactory system in place for providing and distributing pocket money and for looking after personal possessions and good records were seen to be maintained. Both Mr Mulhern and Mr Hadley keep a house bank, records are maintained. Each boarder has a locker to keep personal possessions and valuables.		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
Through the availability of written documentation and discussions with new boarders and staff it was considered that this standard was exceeded. Induction meetings are held with the parents, these meetings are used to explain the policies and procedures, value system, and the Schools' aspirations for the boarders. 'Experienced' boarders are allocated to support new boarders. Comments received from survey of parents included: 'We are very pleased with the way that our son has settled into boarding, largely due to the care and attention that the staff have shown him. The House Master, Mr Lee Hadley and his team are excellent in their attention to supervising homework, pastoral care and arranging activities during the weekend.' 'I think the overall standard of Boarding at Longford is very good. Pastoral care has been excellent throughout and I have found the staff accommodating and sensitive at all times'. 'My son starting boarding just over a year ago when he was in the lower sixth. I have found the support, compassion, direction, understanding and kindness that he has received of the highest standard. He has blossomed, is happy and beginning to achieve his potential. The staff are friendly and approachable, gaining the trust of parents and students, tackling problems as they arise. I do feel that I am in partnership with them and cannot praise Mr Mulhern and the matrons enough.'		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
The School does not appoint guardians.		

**Standard 23 (23.1 - 23.4)**

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

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

It is the responsibility of the Bursar to co-ordinate the risk assessments that are undertaken at the School, an external advisor is contracted to undertake this role. The records of complaints, and accidents have are reviewed by the Governors', Maintenance and Health & Safety committee respectively. These are minuted. Risk assessments and accident reports are regularly monitored by the Bursar and action is taken to address issues raised. However some areas requiring immediate or short term action were identified during the inspection indicating that the current system is in need of constant review.

**Standard 24 (24.1 - 24.8)**

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

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

It was considered that the boys boarding at Adams' Grammar School receive good quality food of adequate quantity and choice. Catering at the School is contracted to Scolarest, the company employs all staff, and Telford & Wrekin Council awarded a gold standard award for health eating. Scolarest' contract is specifically to provide staff, training and service whilst Adams' Grammar is responsible for the premises and health & safety. Menus were seen on display, indicating choice, e.g. hot meals, vegetarian option. Crockery and cutlery seen during the inspection at both sites was satisfactory in quantity and clean. All of the catering staff have a qualification at basic food hygiene level. The Environmental Health Officer last visited both of the School sites on 13<sup>th</sup> October 2004, requirements were made regarding recording of refrigeration temperatures and improved cleaning schedule, and theses have been addressed. A window was identified as needing replacement at Longford's' kitchen, this has not yet been actioned but was acknowledged by the Bursar during the inspection. At present work is underway at the main school site to extend the existing dining facilities.

**Standard 25 (25.1 - 25.5)**

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

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

Boarders have satisfactory access to drinking water in the boarding houses. The school has identified a shortfall of drinking water fountains and matters are in hand to address this. The school has a tuck shop; this is open from 11.20 – 11.40 and 12.30 – 13.40. Snacks may be prepared in the kitchenettes and kettles, microwaves and toasters are available within the Senior Boarding house. Supper is prepared for the boarders at the Junior Boarding house.

<b>Standard 26 (26.1 - 26.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Full emergency evacuation procedures are available and have been tested from sleeping and living areas. Fire drills are regularly carried out and take always take place at the beginning of each term. Emergency lighting, fire alarms and fire fighting equipment are regularly tested and records are maintained. The school has a contract with a local firm who provides 24 hour cover. At the time of the most recent Fire Officer's Inspection (10 <sup>th</sup> May 2004) matters were reported to be generally satisfactory and recommendations made have been complied with.		

<b>Standard 27 (27.1 - 27.3)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Onerous demands on boarders at the School, including sport, outward bound activities, appearances in school plays, concerts and public speaking events, lengthy travel or examination pressures are identified and Housemasters, Tutors and Matrons monitor the boarders and will draw attention to those who need special consideration at certain times in briefings and meetings.		

<b>Standard 28 (28.1 - 28.2)</b> <b>The welfare of any children accommodated at the school, other than pupils, is protected.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
No children are accommodated at the school other than the boarders.		

<b>Standard 29 (29.1 - 29.6)</b> <b>Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Activities are that are identified as High Risk are subject to a detailed risk assessment. It is then the responsibility of staff involved to ensure that high risk activities are competently supervised and accompanied by adequate and appropriate safety measures. Risk assessments seen were satisfactory. It was considered that adequate and appropriate safety measures were in place and it was reported that parental permission is obtained, in advance, at all times.		

**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**

Boarders are able to access information about events in the world outside the school in several ways. The boarding houses have a television in each common room and newspapers are provided. Boarders have access to computers and a number have mobile phones. It was noted that current issues of topical magazines were also available. Boarders can go on shopping trips and access Newport town centre, the younger ones being accompanied. Boarders attend numerous off-site facilities and activities and are accompanied by staff. The activities are assessed for age appropriateness and all are authorised by the Housemasters.

## 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?

4

It was considered that this standard was exceeded due to the high ratio of staff : boarders within the boarding provision.

It was considered that the boarders were generally adequately supervised by sufficient numbers of staff and a duty rota is displayed in each house and the rota is discussed at house meetings to ensure that all individuals know which member of staff is responsible for them. Both boarding houses have resident Housemasters.

Weekend cover comprises of the Housemasters, Tutors and a Matron which offer sufficient numbers and degree of flexibility to meet the needs of the numbers of boarders involved. In discussion with the boarders they were all aware of the person to whom they should report and where that person would normally be found. There are a number of staff who lived on site and who would cover for staff sickness or offer support in an emergency.

Staff of both genders are available to support boarders over the entire week.

Boarding staff meet regularly at formal and informal meetings and throughout the inspection it was evident that communication between all levels of staff was effective and professional.

<b>Standard 32 (32.1 - 32.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Visits off site, all school trips and trips abroad are covered by separate full and concise policies that have been given to all relevant staff and boarders. Policies and procedures appear to fully comply with DfES guidance. The school has a mini bus, which is subject to regular checks and records maintained. GAP students are not left alone in charge of boarders without adequate supervision.		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
It was considered that there is satisfactory cover at night. In the Junior Boarding house there is a resident House Master, the Matron lives on site and is contactable via an intercom, additionally a number of Tutors live n site. In the Senior Boarding House, there is a resident Housemaster, Tutors live on site and Matrons are on call is required.		

<b>Standard 34 (34.1 - 34.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A Matron who had started work at the school some six months prior to the inspection commented that she had not received induction training, she had learned the job as she had gone along. On review of her job description, it appeared that she had taken on tasks other than those specified. The School reported that it had plans to develop a separate appraisal process specifically for boarding, but as yet this was in an evolutionary stage. The Head explained that all staff do receive induction training when newly appointed and that on-going training is provided to staff. In terms of the Matron, a course had been arranged, but she was unable to attend in this instance.		

<b>Standard 35 (35.1 - 35.4)</b> <b>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is a full staff handbook available to all staff which contains all the required elements.		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>Throughout the three days of this inspection and through all the methodology used it was considered that this Standard was exceeded.</p> <p>Comments received from boarders indicated that relationships with staff are based on good professional and personal relationships. Observations indicated that boarders related easily to the staff caring for them in both boarding houses. Those boarders who spoke with Inspectors did so in an open and friendly manner, which was taken as an indication that they did not feel inhibited from doing so. More senior boarders stated that they were more than happy regarding the respect they received from the staff in addition to the help encouragement and supervision.</p> <p>Discussions with staff in boarding houses indicated that they knew the boarders in their care well and that they worked as a team to provide a happy environment. This was confirmed by observations.</p>		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Staff supervision of boarders did not appear to intrude unnecessarily on boarders' privacy and no reports were received that there was any perceived intrusion. In both boarding houses which were visited on several occasions, it was evident that boarders considered their bedrooms to be their private space. Matrons were seen to be supervising, available, but not intruding at inappropriate moments.</p> <p>The only reason that this standard is considered not to be met is that the communal showers in Picken, Senior Boarding do not have any privacy screening. This has been identified by the School and work will be complete by September 2005. Inspectors are confident that once this work has been completed the standard will be met in full.</p>		

**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?**

1

A random selection of 9 staff files were inspected. Not one was complete with all the required information.

The files were not well organised and all the information was placed loosely in a single folder.

At least one member of staff had begun working at the school before CRB checks had been undertaken.

CRB checks have not been completed on staff that have worked at the school prior to the creation of the agency.

In a number of files there was no evidence of two satisfactory references, CV or record of interview.

The files need to be organised to show that all relevant checks as outlined in this standard have been completed, that all necessary documentation has been received, that two satisfactory references have been received, a record of the interview is retained and proof of identity is on file.

**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?**

1

The school has allowed individuals to work unsupervised with boarders without there being a satisfactory check with the CRB.

It appeared that all adults, delivery persons etc are adequately supervised.

It was reported that no adults, not employed by the school, are living in the accommodation for boarders.

## 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?

1

It was considered that the Junior Boarding accommodation met the required outcome for this standard. Staff were complimentary regarding many improvements that had been made at the house since the appointment of Mr Hadley the Housemaster. All of the areas in the house that were visited were clean.

The Senior Boarding accommodation was identified as having some major shortfalls in this standard. These were discussed with the Head and Bursar who acknowledged work required and stated that this would be included in the maintenance plan.

Both boarding houses are designed in such a way that boarders with physical disabilities could not be appropriately provided for without major adaptations being made.

<b>Standard 41 (41.1 - 41.8)</b> <b>Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders sleeping and living areas are for the exclusive use of boarders and other scholars must seek permission from the resident boarders and the house-parents to enter. Where feasible, given the nature of the site, suitable and adequate security measures are in place to prevent unauthorised access by the public. These include security lighting in key areas (see comment regarding this in standard 47), security patrols late at night, key pads on doors, alarmed exits and a set of procedures for staff to lock access to parts of the School at specific times of the day and night.		

<b>Standard 42 (42.1 - 42.14)</b> <b>Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
As previously noted it was considered that the sleeping accommodation is generally sufficient and suitably furnished for the number, needs and ages of boarders. Beds are of sufficient size with acceptable bedding, a number of beds have been identified as being uncomfortable by the boarders, these beds are in the process of being assessed. Bunk beds are used only for year 8 and below. There appeared to be sufficient space around for the boarders to change. All dormitories have windows, are carpeted and generally have sufficient space for clothing and personal items, and the older boys have individual bedrooms. The boarding houses are appropriately separated by age group and all accommodation for staff is separated from the boarders accommodation. Requests from boarders to change bed of dormitory, for good reason, were reported to be considered and pin boards are available in each dormitory for posters etc.		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is suitable, suitably lit, and reasonably quiet provision for all boarders to undertake organised prep and private study. Study times are determined by age group and the library is open.		

**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?**

1

The Junior Boarding provision has adequate numbers of toilet and washing facilities, the Senior Boarding accommodation does not. Toilets in Roddam unit are not distributed to provide reasonable access from both sleeping and living areas.

The Junior communal bathroom and Senior communal bathroom in Beaumaris have been as refurbished and are entirely satisfactory. There is also a separate individual shower room for use of senior boarders in Beaumaris, this was damp with flaking paint and requires re plastering.

The six communal showers that have no privacy screening and washbasins in Picken (Senior Boarding) require total refurbishment. The School acknowledged that this will be undertaken by September 2005.

The supply of hot and cold water to baths, showers and wash hand basins was also not considered entirely satisfactory in the Senior Boarding house. The temperature of the hot water is not regulated.

Liquid soap and appropriate hand drying facilities were not available in all bathrooms.

All doors appeared to have satisfactory locks.

**Standard 45 (45.1 - 45.3)**

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

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

3

It was considered that changing facilities were satisfactory and meet the standards. They are situated in the boarding houses and in the sports hall.

**Standard 46 (46.1 - 46.6)**

**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.**

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

3

There are a good range of recreational areas at Adams' Grammar School.

These include common rooms in the boarding houses with additional seating and communal areas in the magnificent hallway at Longford and a newspaper room, games room and quiet room at the Senior Boarding site.

There are many areas outside and the Gym, Library, Music room and IT room are well used. Provision is made for quiet relaxation and activities and boarders have reasonable access to the boarding house at all times.

Access to staff accommodation appears to be properly supervised and not involve favouritism or inappropriate conduct.

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
<p>The temperature of some radiators and heating devices were extremely hot to the touch and were considered to be a risk to scalding.</p> <p>There is need to review security lighting at both sites.</p>		

<b>Standard 48 (48.1 - 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders who are ill are cared for by a designated team of Matrons.</p>		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>It was considered that the outcome for this standard is met.</p>		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Neither boarders nor staff raised any concerns regarding this issue.</p> <p>The school shop is open each week as specified times for purchasing uniform. As previously mentioned all boarders may access Newport town centre which has many shops.</p>		

<b>Standard 51 (51.1 - 51.11)</b> <b>Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>No such lodgings are arranged by the school.</p>		

**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**

When boarders require off site accommodation it is checked by staff and may, at times, involve the use of a third party. It was considered that every check possible and risk assessments are undertaken.

When boarders are staying in such accommodation it was reported that they are accompanied by school staff at all reasonable times and there are satisfactory arrangements in place for boarders to make contact when they are away.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Lay Assessor**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

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

We would welcome comments on the content of this report relating to the Inspection conducted on 29<sup>th</sup> & 30<sup>th</sup> November and 1<sup>st</sup> December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include Provider responses in the published report. In the meantime responses received are available on request.

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

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

**Note:**

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

Head has declined to provide an action plan

Other: <enter details here>

### D.3 HEAD’S AGREEMENT

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

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_ Adams Grammar 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 Adams Grammar 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.

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