



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

King`s School Canterbury

**The Kings School
Bursers Office, 25 The Precincts
Canterbury
Kent
CT1 2ES**

Lead Inspector
Alex Turner

Announced Inspection
20th November 2006 09:30

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

SCHOOL INFORMATION

Name of school	King`s School Canterbury
Address	The Kings School Bursers Office, 25 The Precincts Canterbury Kent CT1 2ES
Telephone number	01227 595501
Fax number	01227 595595
Email address	
Provider Web address	www.kings-school.co.uk
Name of Governing body, Person or Authority responsible for the school	The Very Reverend Robert Willis Cathedral House The Precincts Canterbury Kent CT1 2EH
Name of Head	The Reverend Canon K H Wilkinson
Name of Head of Care	Mrs Anne George
Age range of boarding pupils	13-18
Date of last welfare inspection	September 2003

Brief Description of the School:

There are twelve boarding houses, six each for boys and girls. There are three mixed day houses. Each house is in the care of a resident Housemaster or Housemistress, assisted by a Matron and a team of five or more tutors. Eight houses are within the precincts of Canterbury Cathedral and four within the walls of St Augustine's Abbey.

In date the buildings range from the 13th century to late twentieth. Children identify strongly with their house and there are many inclusive activities like house concerts, plays and charity fund raising. Though each house has its own identity the overall ethos of the School outweighs local differences.

SUMMARY

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

Two inspectors visited the school for three days in November 2006. During the visit time was spent speaking with pupils and staff, looking around the school site, visiting six of the boarding houses, sampling pupil and staff records as well as looking through other written guidance and documentation. Pre-inspection questionnaires were completed and returned by 429 pupils. The school was very cooperative in helping to plan the inspection. All pupils and staff were accommodating throughout the visit.

What the school does well:

Though practice recommendations have been made all of the standards rated have been met or exceeded. The school has done well in the following areas –

Supporting pupils to stay healthy and safe. This includes the catering provision, which is excellent, health promotion, and action to address bullying and to prevent abuse.

The range of individual support available to pupils is very good. The school has done very well to promote inclusion, contribution and citizenship and is largely successful in the endeavours to do so.

The school does well to provide a good standard of accommodation and facilities.

The school does well in the overall management and operation of the boarding provision.

What has improved since the last inspection?

The King's School Canterbury uses visits by inspectors positively and has acted on recommendations included in the last report. These covered the following areas –

Documentation. This has helped the school to improve the extent to which it can demonstrate how the welfare needs of pupils are being met.

Toilet and washing facilities. This was in relation to ensuring that toilet and bathroom doors can be opened from the outside by staff in an emergency.

Where necessary job descriptions have been reviewed helping to ensure duties, responsibilities and line of accountability are known and understood.

Privacy. Staff and pupils now benefit from written policy and guidance on privacy.

The standard of bedding. A review has been conducted and where necessary items replaced.

What they could do better:

Laundry services could improve. The school has recognised shortfalls and has been and is looking to find solutions.

The school should reach agreement with the Dean and Chapter responsibilities regarding specific security and upkeep issues.

The school could do better to ensure minor maintenance and improvement works are completed.

The school could do better in the way it conveys the outcomes of consultation to pupils.

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

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

DETAILS OF INSPECTOR FINDINGS

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Enjoying and Achieving

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Achieving Economic Wellbeing

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Being Healthy

The intended outcomes for these standards are:

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

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

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

NMS 6, 15, 24 & 49 - Quality in this outcome area is **good**.

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

Boarders' health is promoted. Medical and health care needs are well managed. Catering provision is excellent. Boarders clothing and bedding is adequately laundered.

EVIDENCE:

The medical centre was visited, time was spent speaking with staff and records were sampled. Professionally trained and qualified nurses run the centre. The team have access to medical advice and support. A doctor's surgery is held on a regular basis throughout each week. A significant majority of pupils indicated that when they were unwell there was someone in the school (normally a matron or medical centre staff) they would go to for support. Two aspects of the service were criticised. A degree of dissatisfaction was expressed with the new arrangements to contact a matron at night. It was noted that the arrangements were introduced in September 2006 and were due to be reviewed December 06 / January 07. Since the inspection the commission has been informed by the school that additional matron cover is being considered

and that some of the initial teething problems have lessened in impact. To a lesser extent there was negative comment regarding the physical accessibility of the medical centre due to its positioning and the proximity to each of the boarding houses. The school would do well to explore this issue further with pupils using its established means to do so.

Catering provision in the school has been highly praised by pupils and staff. Healthy eating is promoted. Food provided is to an excellent standard. Dining facilities were also very good. Time spent queuing has been identified as an area where improvements could be made. It is anticipated that this will be brought about with the planned transfer of accommodation across sites.

Laundry services are provided to all pupils. In each house the arrangements were similar in that washing machines and drying facilities were available for boarders to use. The house matrons routinely provide support with laundry and to varying degrees promote the accomplishment of these basic self-care skills by the pupils themselves. In addition to these arrangements there is a regular laundry service managed by external providers. This service was often criticised by pupils for its slow turnaround, for losing items and damaging clothes. The school has recognised there are shortfalls and has been and is exploring viable solutions hence a recommendation to do so is not included in this report. Regrettably though this has been an issue for some time and a recommendation in relation to the provision was included in the last report.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

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

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

NMS 2, 3, 4, 5, 26, 37, 38, 39, 41 & 47 - Quality in this outcome area is **excellent**.

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

Pupils are protected from safety hazards including the risk of fire, from bullying and abuse. Discipline is fair and appropriate. Complaints are taken seriously and appropriately responded to.

EVIDENCE:

Boarders do not identify bullying to be a problem in the school. Where cases of bullying have been reported the school has taken appropriate action. Practice is based on written policy and guidelines known by boarders and pupils alike. Boarders carry on the schools anti bullying committee the work of which was often referred to in written comments received.

The school has a clear and well-coordinated approach in meeting its responsibilities to help protect pupils from abuse. Procedures and practice including those to recruit staff, manage risk, consult with pupils, curfews and roll calls help to ensure boarders welfare and safety is protected. Boarders have the opportunity to contribute their views regarding the measures in place.

There are many opportunities for boarders to raise concerns before escalating to a complaint. Boarders frequently described a variety of people and sometimes groups (i.e. the anti bullying committee) they would go and discuss upsets and potential complaints with. The process to make a complaint is included in the information provided to boarders.

Discipline is good. Strategies focus on promoting good standards of behaviour and citizenship. Information that covers discipline and sanctions is included in the written guidance for boarders, parents and staff. The Lower Master keeps an effective overview of disciplinary action taken. Some disparity was reported in the type and severity of sanctions for comparable misdemeanours between houses. In the instances considered whilst sanctions varied they were also proportional and in line with the schools policy and guidelines.

There is effective management of safety hazards including the risk of fire and public intrusion without boarder's activities being restricted in any unreasonable way. The head of site security was very well organised and gave an excellent account of the security measures in place. Two instances were noted where it may be beneficial to review responsibilities shared between the school and the Dean and Chapter. The first concerned the arrangements for the manning of a security gate and the second to do with the maintenance of an external wall. A recommendation has been made. Fire safety systems are regularly checked and maintained. Boarders and staff were able to describe the procedures they should follow in the event of an alarm.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

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

NMS 14 & 18 - Quality in this outcome area is **excellent**.

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

Boarders receive personal support from staff and do not experience inappropriate discrimination.

EVIDENCE:

Pupils have described a wide range of people they felt comfortable speaking to about personal problems they may have. Included in those mentioned was housemasters / mistresses, the school councillor, senior pupils, friends and teachers. There is excellent integration between academic and boarding aspects of the schools provision with a whole school approach to providing pastoral care.

King's School Canterbury promotes a culture of participation and contribution. All pupils have equal opportunities to engage with and benefit from school activities. The school accommodates pupils from diverse and varied backgrounds; where a preference is apparent the school has taken action to provide for religious or cultural observances.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

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

NMS 12 & 19 - Quality in this outcome area is **excellent**.

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

Boarders are enabled to contribute to the operation of boarding in the school.

Boarders can maintain private contact with their parents and families.

EVIDENCE:

There are a number of committees and forums to which pupils may contribute their views regarding the operation of boarding in the school. Pupils were able to provide examples of changes that had been made as a result of consultation, which included the food provided, weekend and evening activities, adaptations to the uniform, internal decoration of houses and bedrooms to be occupied. From discussion with senior pupils and staff it became apparent that the manner in which outcomes of consultation is shared with pupils could perhaps improve. A recommendation has been made.

Within reasonable limits boarders were free to have unrestricted contact with their parents by whatever means most suited to their circumstances. Parents

and relatives may visit and are welcomed and can be accommodated overnight by the school.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

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

NMS 40, 42 & 44 - Quality in this outcome area is **excellent**.

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

Boarders have a very good standard of accommodation including that in which to sleep. Toilet and washing facilities were satisfactory.

EVIDENCE:

During this visit six of the boarding houses were visited. The opportunity was also provided to see other areas around the school including dining facilities and other common areas. Presentation and upkeep was to a good standard and in some area excellent. Pupils benefit from very well furnished and equipped accommodation providing space and facility to live and learn. There is a very well managed rolling programme of maintenance and refurbishment. As was found when walking round the site, staff and pupils indicated that hazards are quick to be addressed and planned work is carried out whereas lower priority one off tasks may take some time to be completed or perhaps even be overlooked. The school may do well to review the process by which jobs are quality assured and judged to be complete.

Management

The intended outcomes for these standards are:

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

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

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

NMS 1, 23, 31 & 34 - Quality in this outcome area is **excellent**.

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

The King's School publishes accurate information about the principles and practice of its boarding arrangements. The senior management team provide sound leadership and maintain a good oversight of the schools operation. Boarder's benefit from good levels of supervision and support from suitable staff.

EVIDENCE:

Information about the schools boarding principles and practice is available. The school prospectus, house handbooks and regular newssheets and magazines

all serve as means of promulgation. This information is included in joining packs and other material provided to new and prospectus pupils and their parents. The whole school approach draws heavily from the house system and this has contributed to the excellent integration between different aspects of the schools provision.

The headmaster together with other senior personnel keeps an operational overview of safety, behaviour and performance issues across the range of school business and activities. It was found that where the system of monitoring has highlighted issues requiring action this has been followed through.

Boarders' benefit from a good level of staff supervision. In each of the houses there is always at least one adult who has access to support. Typically the number is greater than this. Housemasters and housemistresses manage the boarding accommodation often with the support of a spouse or other designated assistant. They lead a small team comprising of a matron, domestic staff and tutors. Each house operates along common principles within the wider school context whilst retaining many elements of uniqueness in character and day-to-day operation. The senior mistress maintains a close oversight, provides valued support and has regular contact with boarding staff.

Training for boarding staff includes an induction. For new housemasters and housemistresses this is completed by the senior mistress and informally via house meetings. Opportunities to gain qualifications in boarding practice have been provided. There is a system of regular performance review and appraisal.

SCORING OF OUTCOMES

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

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

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

"N/A" in the standard met box denotes standard not applicable

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

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	4
18	4
27	X
43	X
46	X

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

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	BS47	Arrangements for the manning of all security gates and the repair of the damaged wall in the garden of Meister Omers should be agreed upon and enacted by the school with the Dean and Chapter.	
2.	BS12	The school should review the way in which outcomes of consultation are conveyed to pupils and consider measures that may enhance the process.	
3.	BS40	The school should review the way in which maintenance jobs are quality assured and judged to be complete and consider measures that may enhance the process.	

Commission for Social Care Inspection

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