



*Making Social Care
Better for People*

inspection report

Boarding School

Royal Grammar School

9th, 10th, 11th, 12th February 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

Royal Grammar School

Tel No:

01494 524955

Address

Royal Grammar School, Amersham Road, High Wycombe,
Bucks, HP13 6QT

Fax No:

01494 551410

Email Address

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

Buckinghamshire County Council

Name of Head

Tim Dingle

NCSC Classification

Boarding School

Type of school

Date of last boarding welfare inspection

N/A

Date and Time of Inspection Visit		ID Code	
Name of NCSC Inspector	1	Ms Sue Smith	098651
Name of NCSC Inspector	2	Ms Barbara Mulligan	098800
Name of NCSC Inspector	3	Mrs Moira Jones	105274
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable)			
Was this inspection conducted alongside an ISI or OFSTED inspection as part of a Joint Whole School Inspection?			NO

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INTRODUCTION TO REPORT AND INSPECTION

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

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

Inspections are carried out by the NCSC, 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 NCSC 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 NCSC in respect of Royal 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

This report is a public document.

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 SCHOOL AND BOARDING PROVISION

The Royal Grammar School provides both educational and boarding facilities for boys between the ages of 11-18. It presently provides facilities to accommodate 70 boarders with 67 in residence at the time of inspection.

The Boarders are accommodated in a three-storey purpose built facility, which is modern in design, providing dormitory, double and single accommodation all being equal in standard. In addition to the communal bathing and toilet facilities all single and double accommodation have additional en suite facilities.

Staff accommodation is situated on each floor; these facilities ensure the privacy of staff as well as providing support for pupils who are aware they are able to knock should an emergency arise during the night.

The Boarding facility is of a high standard providing additional recreational, study, dining and communal space for the use of boarding pupils.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The School is to be commended for the team approach to boarding, all staff are suitably qualified and have undertaken the recommended BSA training. The strong leadership exhibited by the Deputy Head Master (Pastoral) and the Head of Boarding with the ongoing support of the Headmaster ensures the school has a proactive approach to boarding. Regular feedback and information sharing meetings with the Headmaster is evident which ensures safe practice for the day-to-day operation of the boarding facility. Efficient reporting and monitoring systems are in place with the Headmaster, which aids future planning and the safe management of the boarding facility.

The Deputy Headmaster has a wealth of knowledge on child protection issues and has formed positive relationships with the local authority and police child protection team, an excellent use of outside agencies for the protection and follow up interventions of children identified at risk was evident throughout boarding practice.

The School has a commendable risk assessment system in place; this practice was evident throughout the boarding facility with comprehensive and thorough risk assessments in place for all identified areas of risk, this included school trips and activities undertaken by boarders.

The most positive reports on boarding came from the boarders themselves, pupils believed there was an element of respect between themselves and boarding staff and attributed the positive atmosphere to this. Pupils believe activities are plentiful and varied and adequate time was set aside for study with support readily available should they have an issue of concern. Pupils felt comfortable approaching any member of boarding staff and believed their concerns would be listened to and accurately represented.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The recommendations from this report are minimal and reflective of a proactive approach to boarding.

The School have received a recommendation for written documentation of health and welfare needs of individual boarders be established, this is for conditions that may affect the day-to-day activities of boarders, for example diabetes, epilepsy and asthma. In addition the School will need to formulate a thorough medication policy aimed at children living in residential accommodation, this will need to reflect safe administration, storage and documenting of self administered as well as assisted administration of prescribed medications. Should the school also distribute what is commonly known as homely remedies a separate policy for there administration will need to be formulated, these medications must be listed and approved by the G.P. overseeing the Medical needs of the School.

Two recommendations have been made which identify two training needs. One is for all boarding staff to receive regularly updated and approved First Aid training and the other was for the ancillary staff to receive further fire training.

Four advisory recommendations were made which will further develop the professional practices of the School.

Discussion took place on the development of welfare plans for pupils experiencing an issue of concern, which requires intervention. The Deputy Headmaster does ensure written documentation is in place, however these could be developed to provide further evidence of action plans and measures put in place to ensure the welfare of the Pupil.

The School has the added advantage of an RGN overseeing the daily needs of the day pupils and boarders during her working hours. It is advised that in the absence of the more traditional role of a matron within the boarding facility, this person receives further professional development in areas relating to the health and welfare of children in boarding.

Two advisory recommendations have been made pertaining to the environment; one was for the continued practice of advising prospective pupils in dormitory accommodation of the perceived limited privacy in two bed spaces (one directly opposite an access door and the other against a wall providing a walk through area). The other pertained to the space allocated as temporary accommodation for children who are sick, if this area is to continue to be used for this purpose all additional equipment stored will need to be removed and the area made more inviting.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Welfare Policies and Procedures (standards 1-7)

All 7 standards were assessed with 6 fully met and 1 almost met.

The School provides a statement of boarding principles and practice, in addition the school prospectus includes a mission statement and objectives, all are readily available to parents of potential boarders.

The School has an effective anti bullying policy, which recognises the necessity of constant vigilance. Pupils were provided with an extensive list of persons they could speak to with issues relating to bullying. Pupils reported that bullying was virtually non-existent in the boarding facility and those reported pertained to name-calling.

The school is proactive in its approach to child protection, training is up to date and the Deputy Headmaster has an extensive knowledge of the issues and policies relating to child protection. Positive relationships have been fostered with child protection agencies and the school does not hesitate to contact these departments to seek advice or report any allegations.

A comprehensive complaints procedure is in place, which is readily available to all parents and pupils, documentation was found to be up to date and stored appropriately with regular reviewing and monitoring taking place by the Headmaster.

Discussion has taken place to formulate a policy for the management of health needs for individual children; these would include the safe management of Diabetes, Asthma and Epilepsy.

Organisation and Management (standards 8-14)

All 7 standards were assessed with 6 fully met and 1 almost met.

A supportive environment for staff with strong leadership was evident. Regular meetings between the Head of Boarding and Deputy Headmaster take place with reporting mechanisms to the Headmaster in evidence. Systems are in place, which focus on developing a consistent approach to improving standards of boarding welfare provision.

Discussion has taken place for the improvement of records in relation to welfare issues affecting individual pupils. An advisory recommendation was made for the implementation of welfare plans.

All facilities are appropriate to the needs of Pupils with boarders separated by age group; there was no evidence of inappropriate mixes.

Activities for boarders were varied and enjoyable with adequate supervision in place. An excellent risk assessment process is in place to further ensure the safety of all Pupils.

A Prefect system is in place, which showed evidence of positive input with no reported abuse of Prefect powers. There are excellent support mechanisms in place with pupils identifying a minimum of three members of staff they could turn to in a time of crisis. Boarders meetings take place weekly and the views of pupils are taken into account for future planning.

Welfare Support to Boarders (standards 15-30)

All 15 standards were assessed with 4 almost met, 10 met and 1 met with commendable practice.

There is no evidence of inappropriate discrimination shown towards pupils, all care is implemented in a sensitive manner and is individual to the needs of the pupils.

The three standards not met all pertained to the management of health issues that may be identified in Pupils. Recommendations were made for all boarding staff to receive First Aid training. As previously mentioned in this report (standard 9) an advisory recommendation was made for the implementation of welfare plans, this would greatly support the Schools monitoring systems in place. In addition the school has the advantage of an RGN. As the school does not use the more traditional role of a Matron in the boarding facility it was advised any RGN is given support to ensure her professional development needs are met in

areas relating to the health and welfare of children in boarding.

The School provides adequate private telephone facilities, lockable spaces for the storage of personal possessions and an induction process for new boarders is in place. The School does not appoint guardians and has no input in the organising of guardians for Pupils.

The Headmaster monitors all complaints accidents/incidents with policies in place, which are regularly reviewed. Any issues requiring action are done so within recognised timescales.

The food provided for boarders was found to be of a good standard with separate dining facilities available to boarders. The school also has a separate canteen, which is accessed by day pupils. The inspectors joined the Pupils for meals and found them to be tasty, nutritious and adequate in portion. The School has a Boarders food committee where issues relating to the meals is discussed.

Fire drills are undertaken with records open to inspection, a recommendation was made for all Ancillary staff to receive further fire training, especially in the use of fire equipment.

The School has a commendable practice for risk assessment, which was evident in the boarding facility. The system is well planned and co-ordinated, thorough and is managed by a central office.

Pupils have access to information from the outside world with the internet the most widely used medium; evidence of magazines, newspapers, televisions and radios was observed throughout the boarding facility.

Staffing (standards 31-39)

All 9 standards were assessed and met with 1 met with commendable practice.

The Staff recruitment process is overseen by the Headmasters PA who is to be commended for the systems she has in place for ensuring that appropriate CRB checks, references and safe storage of files are maintained.

The boarding facility is well staffed and managed; in addition to the Housemasters the School also has a duty person available to boarders each evening.

As previously mentioned an excellent risk assessment system is in place, which is supported, in the boarding facility with additional emergency contact details and an in and out signing book for Pupils. Boarders are able to contact Housemasters during the night by knocking on staff accommodation doors, which are situated on each floor of the facility; Pupils felt they are supported should they need urgent attention out of hours.

There was strong evidence throughout the inspection of positive staff/boarder relationships, this can be attributed to the strong commitment of the boarding staff and the positive leadership of both the Head of Boarding and the Deputy Headmaster, both are to be commended with their team for the positive atmosphere and the proactive approach to boarding.

Premises (standards 40-52)

All 12 standards were assessed with 11 met and 1 almost met.

The Boarding facility is a newer building, which has been, purpose built for use. This is reflected in the facilities available and the standard of equipment provided. Appropriate toilet and bathing facilities are provided with additional en suite facilities available in all single and double accommodation.

Dormitories were light and airy with sufficient fixtures and fittings to meet the needs of the individual boarders. It was noted by some Pupils that they experience a lack of privacy if situated in the bed directly opposite an access door or in the bed space against the wall, which is used as a walkway. The School do try to inform potential boarders of this issue and it has been advised this practice continue.

Security measures were evident with the use of electronic gates for vehicle access and lockable main doors to the boarding house.

All boarding accommodation is reserved for the use of those boarders designated to that

particular bed space.

Each individual bed space provides the Pupil with a bed, lockable storage facility, study desk with personal computer and internet points and suitable additional furniture and fittings.

The Pupils are able to access the facility during the day, which enables them to change in privacy for any school events.

All School amenities are available to boarders, with additional recreational space available throughout the boarding facility. The school are presently providing a roof over the swimming pool, which will provide the boarders with additional facilities during the winter months.

The boarding facility does supply an area for children who are sick and may need temporary isolation from other Pupils. This area is seldom used which is reflective of its present condition. If this area is to continue to be used for this purpose it will require all equipment stored to be removed and the area made more inviting.

The school does not organise short stay accommodation other than for school trips, these undergo the same rigorous risk assessment process before any trip is considered.

In conclusion this was a positive inspection with minimal recommendations made.

The Inspectors would like to take the opportunity to thank the School for the warm welcome they received throughout the inspection.

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 and any advisory recommendations 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	BS7	It is recommended a policy and individual guidelines be formulated for the safe management of individual health care needs of pupils.	30/6/04
2	BS7	It is recommended the school formulate a thorough medication procedure for use in the Boarding facility, which identifies safe administration practices and procedures for children in residential accommodation.	30/6/04
3	BS15	A recommendation is made for all staff with boarding duties to receive regularly updated First Aid training.	30/9//04
4	BS26	It is recommended all ancillary staff receive further fire safety training, which provides them with training on the use of fire equipment at the school.	30/9/04

ADVISORY RECOMMENDATIONS		
Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.		
No	Refer to Standard*	Recommendation
1	BS9	Additional welfare plans are formulated for the recording and monitoring of identified issues of concern for individual boarders.

2	BS15	Further professional development takes place for the school matron in areas relating to the health and welfare of children residing in boarding facilities.
3	BS16, 48	The designated area for temporary use of sick children be cleared of all stored equipment and the area made more welcoming.
4	BS42	The School continue to inform prospective pupils and parents of the limited privacy experienced by pupils situated in the bed space directly opposite the door and against the wall in the communal dormitories.

*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.

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

11

 TO

18

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

Boys	<table border="1" data-bbox="842 362 938 443"><tr><td>67</td></tr></table>	67
67		
Girls	<table border="1" data-bbox="842 443 938 524"><tr><td>0</td></tr></table>	0
0		
Total	<table border="1" data-bbox="842 546 938 627"><tr><td>67</td></tr></table>	67
67		
Number of separate Boarding Houses	<table border="1" data-bbox="842 627 938 707"><tr><td>1</td></tr></table>	1
1		

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The School provides a statement of boarding principles and practice, which is readily available to parents, boarders and staff. In addition the school prospectus includes a mission statement and objectives and contains a separate admissions policy with the criteria clearly stated for admission. There is a description of facilities available to boarders and it gives examples of the welfare support available.

The statement is up-to-date and is given to all parents prior to attendance.

The school fully meet this standard.

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence

Standard met?

3

The school operates an anti bullying policy. The policies aim is to recognise the importance for all within the school community to be aware of the problem of bullying and the need for constant vigilance. An extensive list of persons available for pupils to approach with any causes of concern is evident; guidance is included for staff members for signs that indicate someone is being bullied.

The policy is also produced in a leaflet format, which is distributed to all pupils, this was found to be comprehensive and presented in language appropriate to the level of pupils. It contains clear guidance for pupils who may suspect a fellow student is being bullied or action any pupil who is experiencing bullying can take.

The policy was thorough and fully meets the standard.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

98

%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

3

The school are proactive in their approach to child protection. Policies in place are written following guidance from 'Working Together to Safeguard Children (Department of Health, Home Office, DFES 1999)' and are reflective of Local Child Protection Committee procedures. The policy reflects a designated child protection co-ordinator and has timescales for action included.

Training is undertaken by the designated child protection co-ordinator who ensures that information is shared with all staff (this includes ancillary staff).

The school has a positive relationship with the Local Authority and Police Child Protection team and will approach them with any issues of concern.

A missing pupils procedure is evident with measures to ensure the school has knowledge of the whereabouts of all boarding pupils. A signing in and out system is in place with emergency numbers available to pupils.

Staff and pupil interview responses provided evidence throughout the school of a thorough knowledge of child protection issues.

The School fully meets this standard.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

Pupils interviewed expressed a positive response to any sanctions in place. An element of respect between staff and students was evident, which greatly reduces the amount of sanctions distributed. Pupils feel the school does not distribute sanctions without just cause and those in place are fair.

The school is presently updating its Rewards and Sanctions Policy; the policy presently in place includes a statement on use of restraint, which is available to all staff.

The sanctions section of the policy clearly defines the sanctions in place at the school and how these sanctions are to be distributed. This presently works on a card system with the colour of the card defining the level of sanction to be put in place. Any sanctions given that necessitate after school attention is given with a twenty-four hour notice period.

Any serious concerns with a pupil's behaviour are reported to the Deputy Head Master or the Head of Year. A discipline or work check card may be issued which is then reported to all colleagues to ensure signatures are obtained on a provided check sheet at the end of each lesson. The systems in place have an expected positive outcome rather than a punishment based method of controlling the pupils.

The School fully meets this standard.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>Clear information is provided to parents and pupils on how to express any concerns. The Complaints procedure in place is thorough with timescales for action identified. Records are held of all complaints received; the Headmaster regularly monitors these. Pupils spoken with expressed a positive response to any concerns they may have and felt they were able to raise complaints and concerns without fear of retribution. The School fully meets this standard.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		0

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?	3
<p>The School has a policy in place for the prevention of major risks to health. Information on health care issues was provided to pupils through their normal curriculum. The school also have arrangements for regular input and advice from external specialist agencies working in key adolescent health areas. The School fully meets this standard.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	2
<p>Relevant records are held, however more work needs to be put in place for the deliverance of health issue awareness, for example diabetes, epilepsy, administration of medication and other conditions affecting the health and welfare of children. A policy for the management of health needs for individual children will also need to be formulated. It is recommended a policy and individual guidelines be formulated for the safe management of individual health care needs of pupils. In addition a recommendation is made for a policy to be formulated for the safe administration and storage of medications.</p>		

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

Staff receive regular training to ensure they are competent in their roles. A supportive environment for staff with strong leadership from Mr Cousins (Deputy Head Master, and Mr Gamester (Head of Boarding) was evident. Regular meetings between senior boarding staff and the Headmaster take place to ensure the provisions for boarding students' meets the expectations of both the school and the pupils.

Through these and other mechanisms a good focus was maintained on developing a consistent approach to improving standards of boarding welfare provision.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

2

The Head of Boarding holds records of all concerns affecting individual boarders. Presently any concerns are noted and all discussions are recorded and held in the file of the individual. Discussion has taken place for the improvement of these records by implementing a welfare plan system for any issues of concern, this will ensure continuity of care as well as a direct internal monitoring trail. An advisory recommendation is made for additional plans to be formulated.

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

All boarders are separated by age group with no evidence of inappropriate mixes. Younger pupils have communal bathing and washing facilities, which are adequate to meet the needs of the children. The older pupils are provided with en-suite facilities, which are adequate to meet their needs. All facilities are equal in standard.

The School fully meets this standard.

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?	3
<p>Activities are well planned, varied and enjoyable. Supervision of activities is appropriately planned and implemented.</p> <p>The School by its nature is very sporting and provides opportunity for boarders to enjoy after school sporting events and activities. For those pupils less motivated by physical activity a range of activities are provided such as debating teams, quiz night, pool tables and well-equipped common rooms. All students have individual access for personal computers in their rooms, which includes internet access, this facility is child guarded. Younger pupils access this facility to play computer games and were respectful of the facilities provided. The inspectors had the opportunity to join activities throughout the week; the atmosphere was jovial with positive interactions between staff and students.</p> <p>The School fully meets this standard.</p>		

Standard 12 (12.1 - 12.2)		
Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
<p>Boarders meetings take place weekly and the views of the pupils are taken into account for future planning.</p> <p>The School fully meets this standard.</p>		

Standard 13 (13.1 - 13.7)		
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>A Prefect system is in place, which showed evidence of positive input with no reported abuse of Prefect powers. Training takes place for the role responsibilities of a Prefect. Pupils felt they didn't need to use the Prefects in a time of crisis as they found all House Masters approachable.</p> <p>The School fully meets this standard.</p>		

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?	3
<p>There are excellent support mechanisms in place with all pupils identifying a minimum of three members of staff they could turn to in a time of crisis. All pupils spoke very highly of the Housemasters and the support they provide.</p>		

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

As most of the pupils are weekday boarders parents book all dental and optical services. The school matron who is available throughout the school day and early evening undertakes minor treatment and first aid. A deficit is evident after her workday concludes and a recommendation is made that strongly advises all boarding staff to receive first aid training that is regularly updated.

The School will need to formulate a thorough medication procedure for use in the Boarding facility, which identifies safe administration practices and procedures for children in residential accommodation.

As the boarding facility has the added advantage of an RGN who in some of her duties acts in the role of Matron it is advised that in the absence of the more traditional role of a Matron within the boarding facility, this person receives further professional development in areas relating to the health and welfare of children in boarding.

Standard 16 (16.1 - 16.3) Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.		
Key Findings and Evidence	Standard met?	2
<p>The school Nurse as previously stated is available throughout the day and early evening to ensure the health needs of pupils is met. During the evening and night Housemasters are contactable. All sick children are monitored appropriately and sent home to the care of parents as soon as is reasonably practicable. An area has been designated in the boarding facility for sick children to sleep should this be required; this is generally not used for this purpose. If this area is to continue as a designated sick bay it is recommended it be cleared of all equipment stored and made more inviting for boys who may be isolated temporarily due to illness.</p>		

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?	2
<p>There are excellent links to outside agencies to provide counselling and support to pupils in crisis.</p> <p>Pupils reported that homesickness was dealt with sympathetically, it was clear from talking with pupils that older boys were useful in supporting younger pupils through homesickness periods as well as the support offered by Housemasters.</p> <p>At this point Care plans to track the support needed for identified areas of difficulty experienced by individuals are not in place, this as previously stated in this report has been discussed with the Senior Housemaster as an area of improvement with a recommendation for their implementation made. It has to be noted that the Boarding staff do automatically follow up any issues of concern and work hard to resolve all issues. By formulating plans of care, which document the action taken, would provide additional evidence of the practice taking place.</p>		

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
<p>There was no evidence of inappropriate discrimination shown towards pupils. All care is implemented in a sensitive manner and is individual to the needs of pupils.</p> <p>The School fully meets this standard.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
Private telephone facilities, which are well located, are available for pupils to contact family members. Pupils are also able to use their own mobile telephones to maintain contact. The School fully meets this standard.		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
Lockable facilities are provided for each pupil to store personal possessions. A system is in place for holding monies on behalf of pupils, which is overseen by the school Chaplain. Discussion took place with Mr Toller on the safe handling of funds for example introducing a signed transaction sheet for pupils and Mr Toller to sign as well as the monies being stored in a non-interest bearing account. The system in place is adequate to meet the needs of the pupils and discussion with Mr Toller was to give ideas on how to further improve this system.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
Induction of new Boarders does take place with information leaflets distributed on entry. Housemasters and pupils support new Boarders with the amount of input necessary, dependent on the individual pupil. Housemasters monitor the progress of new Boarders and identify any areas of concern and report to the Senior Head of Boarding for action. The School fully meets this standard.		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	3
The School does not appoint guardians and has no input in the organising of guardians for pupils. The School fully meets this standard.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
The Headmaster monitors all complaints, accidents/incidents with policies in place regularly reviewed. Any issues requiring action are done so within recognised timescales. The School fully meets this standard.		

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
<p>The Food provided for Boarders was found to be of a good standard. The pupils are provided with hot meals at regular intervals, which includes a small hot option at morning break as well as the hot meals provided at lunchtime. The pupils do complain of a lack of variety, which is more apparent to those pupils who may still be on site at weekends. Records held by the catering team were found to be of a high standard and all relevant temperature recordings were up to date. All recommendations from the last Environmental Health Inspection have been actioned.</p> <p>The School has a Boarders food committee in place and all areas identified such as the lack of variety sometimes experienced are open for discussion and passed to relevant senior staff. Feedback from these meetings is used to further develop the catering provided at the school</p> <p>The inspectors joined the pupils for meals throughout the inspection and found the food to be tasty, nutritious and adequate in portion. A salad bar is also available which was varied and plentiful.</p> <p>The dining area was large with smaller dining tables situated throughout the room. The facility is solely for the use of Boarders and boarding staff with a school canteen available for day pupils.</p> <p>The School fully meets this standard.</p>		

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
<p>Boarders have access to drinking water at all times. The dining area is accessible out of meal times and each common room has it's own kitchenette for pupils to prepare their own snacks.</p> <p>The School fully meets this standard.</p>		

Standard 26 (26.1 - 26.5)
Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence	Standard met?	2
Fire drills are undertaken with records open to inspection. Weekly fire alarm testing is in place with records open to inspection. The Ancillary staff was identified as needing further fire safety training especially in the use of fire equipment. A recommendation for this training to take place is made.		

Standard 27 (27.1 - 27.3)
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	3
There are no unusual or onerous demands on boarders. The school provides adequate free time for pupils as well as prep time. The School fully meets this standard.		

Standard 28 (28.1 - 28.2)
The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence	Standard met?	3
The School presently does not rent out or accommodate pupils other than those presently boarding.		

Standard 29 (29.1 - 29.6)
Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence	Standard met?	4
The School has a commendable practice for risk assessing; this system is used predominantly for the schools day-to-day activities with evidence in place that this practice is also adopted for all Boarding activities. All activities are adequately staffed and appropriate measures are put in place to minimise all identified risks. Parental permission is sought in writing before any pupil commences an activity. The risk assessment process is well planned and co-ordinated from a central office, with copies of all risk assessments for any planned activity submitted within a recognised time frame for approval. A large white board also reflects the activities, trips and other events in the school for any one-week with the corresponding risk assessment below the entry. The system is thorough and is well managed. The School fully meet this standard with commendable practice evident.		

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

Information to the outside world is freely available throughout the boarding facility with the use of the internet being a main option. In addition newspapers were evident and televisions could be found throughout.

The School fully meet this standard.

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?

3

The boarding facility is well staffed and managed. All activities are supervised with adequate staffing numbers. In addition to Housemasters the School also has a duty person available to Boarders each evening.

As previously mentioned in this report it is strongly recommended that all staff undertaking boarding duties receive regularly updated first aid training to further protect the health and welfare of the pupils.

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

As previously mentioned the school has an excellent risk assessment system in place, which has been commended. All trips off the schools premises undergo this risk assessment process and supervision is in place for all trips and activities.

In addition the school has a signing in and out book for boarders and emergency contact numbers are available to both staff and pupils.

The School fully meets this standard.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
All Housemaster accommodation is accessible to boarders out of hours. The accommodation is placed on each floor of the boarding facility and pupils conveyed they are aware they only need to knock should assistance be required. The School fully meets this standard.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
Job descriptions are in place for all boarding staff. All undertake provided BSA training. Regular supervisory meetings take place to ensure the safe and efficient running of the boarding facility. The role of spouses living in the boarding facility is clear. The School fully meets this standard.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
A separate handbook is available to all boarding staff and there was strong evidence of positive boarder/staff relationships. The School fully meets this standard.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
There was strong evidence throughout the inspection of positive staff/boarder relationships. This can be attributed to the strong commitment of the Boarding staff and the positive leadership of both the Deputy Headmaster and the Head of Boarding. Both are to be commended with their team for the positive atmosphere and the proactive approach to boarding that is demonstrated. The School fully meets this standard with commendable practice evident.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Staff as far as is reasonably practicable ensures all intervention by them during the course of the boarding experience is positive, avoiding unnecessary intrusions and maintains the pupils privacy. The School fully meets this standard.		

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?	3
All staff are in receipt of CRB clearance at an enhanced level. The Headmasters Personal Assistant who ensures all recruitment procedures are followed and completed before start dates are issued undertakes this task. Tracking sheets are in place, which aid the administration of recruitment, this notes such things as dates references were sent for and dates of arrival. The Headmasters Personal Assistant is to be commended for the hard work, recording systems in place and emphasis she places on ensuring this task is completed to such a high standard. The School fully meets this standard.		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
As previously mentioned all staff are in receipt of an enhanced CRB disclosure. At no time are persons left to work with pupils unsupervised until this disclosure is completed.		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The boarding facility is a new building, which has been, purpose built. Appropriate lighting, heating and ventilation are provided for the comfort of the pupils.

Sleeping accommodation is varied with single, double and small dormitory accommodation offered. These are generally of a high standard and ensure the privacy of individuals. The larger dormitories do have an issue of privacy for boarders situated in the bed directly opposite the door access and also one bed space against the main wall, which is used as a walk through space. Pupils are made aware of these issues prior to admission and it is recommended this practice continue.

The boarding facility is maintained to a high standard with no evidence of broken equipment or facilities.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

3

Security measures were evident with electronic gates at the main entrance to the facility in good working order.

All boarding accommodation is reserved for the use of those boarders designated to that particular bed space.

Standard 42 (42.1 - 42.14)		
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>All accommodation is separate to those accommodating adults. Each bed space has its own lockable facility, bed, study area, computer access and suitable additional furnishings and fittings.</p> <p>As previously mentioned two bed spaces in communal dormitories could be perceived as having limited privacy for those boarders accommodated in these spaces. This was discussed at length during the feedback with the Boarding Administrator and the Head of Boarding and has been left to their discretion for future planning. It is recommended that practice of informing Direct Nursing PCTs questioning the approach to next of kin to fund a pressure-relieving mattress. There is an argument that if the home cannot meet a need then they should not be admitting the service user. Guy said that the service needs to obtain something in writing from the PCT defining the basis on which that service user is accepted. prospective pupils and parents of this limited privacy be continued.</p>		

Standard 43 (43.1 - 43.2)		
Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>The school provides both supervised and unsupervised study facilities. Each bed space as previously mentioned contains its own study desk.</p>		

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?	3
<p>Some areas of boarding provide communal facilities; these were generally of a high standard. One particular area does not provide a drying and dressing area within the cubicle, this was perceived by the pupils as a minor issue that does not particularly bother them. All toilets and washing facilities were found to be clean, tidy and well maintained. Older pupils have the option of single or double accommodation, which also provides en-suite facilities, these were adequate to the needs of the individuals and maintained to a high standard.</p>		

Standard 45 (45.1 - 45.3)		
Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>The pupils are able to access the boarding facility during the day, which enables them to change in privacy.</p>		

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
All school amenities are available to boarders, with additional recreational space available throughout the boarding facility. The school are presently undergoing building work to provide a roof to the school swimming pool to enable pupils to access this area all year round. This will have a positive impact on boarders and provide a further recreational area over the winter months.		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
As previously mentioned all facilities are risk assessed to a high standard		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	2
As previously mentioned the boarding facility does supply an area for children who are sick and may need to be temporarily isolated from other pupils. Presently this area is somewhat uninviting which is attributed to its lack of use. It is recommended that should the boarding facility continue to provide this area it will need to be cleared of all additional stored equipment and made more inviting.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Laundry provision is adequate for the use of boarders. All laundry is undertaken by designated staff to avoid damage to equipment and additional risks to pupils.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
Pupils believed the school met all stationery needs. In addition due to a high proportion of pupils boarding weekdays provisions are also brought in from home.		

Standard 51 (51.1 - 51.11)		
Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
All trips as previously mentioned undergo a rigorous risk assessment process before any trip is considered. All trips away from the school overnight are supervised by adequate numbers of staff and also undergo the risk assessment process.		

Standard 52 (52.1 - 52.8)		
Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The school does not arrange short stay accommodation for pupils other than that used for school trips.		

Lead Inspector _____ **Signature** _____
 Sue Smith
Date 4th March 2004 _____

Inspector _____ **Signature** _____
 Barbara Mulligan
Date 4th March 2004 _____

Public reports

It should be noted that all NCSC inspection reports are public documents.

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 announced Inspection conducted on the 9th, 10th, 11th, 12th February 2004, and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The school is pleased to accept the report and will implement the recommended actions and the advisory recommendations as soon as is practicable. It is pleased to note the positive nature of the report, particularly as identified in the summary findings.

N D Cousins
Deputy Headmaster – 16th July 2004

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

Amendments to the report were necessary	<input type="checkbox"/> YES
Comments were received from the Head	<input type="checkbox"/> YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/> 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	<input type="checkbox"/>

Note:

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

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

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

Action plan was required	<input type="checkbox"/> NO
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

Public reports

It should be noted that all NCSC inspection reports are public documents. Reports on children's homes are only obtainable on personal application to NCSC offices.

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of The Royal Grammar School confirm that the contents of this report are a fair and accurate representation of the facts relating to the announced inspection conducted on the 9th, 10th, 11th, 12th February 2004, 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 The Royal Grammar School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the announced inspection conducted on the 9th, 10th, 11th 12th February 2004, for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____