



Champions for
Social Care
Improvement

inspection report

Boarding School

Kingham Hill School

Kingham

Chipping Norton

Oxfordshire

OX7 6TH

19th, 20th and 21st January 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

Kingham Hill School

Address

Kingham, Chipping Norton, Oxfordshire, OX7 6TH

Tel No:

01608 658999

Fax No:

01608 658658

Email Address

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

The Kingham Hill Trust

Name of Head

Martin Morris

NCSC Classification

Boarding School

Type of school

Independent School

Date of last boarding welfare inspection

March
2000

Date of Inspection Visit		19th, 20th and 21st January 2004.	ID Code
Time of Inspection Visit		09.00 am	
Name of NCSC Inspector	1	Ed Watkinson	083686
Name of NCSC Inspector	2	Carole Moore	129627
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Carol Evans	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR MARTIN MORRIS	

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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 Kingham Hill 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.

Kingham Hill School is an independent school located 5 miles from the market town of Chipping Norton in Oxfordshire.

The School has a strong Christian ethos that is well documented in school literature.

The School prides itself in providing a 'whole life' education, and does not overly focus on academic ability as a criteria for joining the School.

The school provides boarding and day pupil facilities for both boys and girls, although the boys account for the large majority of boarders.

The school currently provides boarding for 148 boys split across four boarding houses, and for 48 girls split across two boarding houses. There is also a junior boarding house that provides accommodation for both girls and boys.

The school also facilitates day school for an additional 52 boys and girls.

All seven boarding houses are all located on the main school site. The smallest boarding house accommodates 15 senior girls, with the largest house being the junior house accommodating 42 boys and girls.

The school is committed to providing boarding provision, with developments within the boarding being noted during the inspection. The boarding is committed to the full boarding model with timetabled lessons on Saturday morning.

The preferred structure for the staffing of the boarding houses is a husband and wife being resident houseparents supported by non-residential tutors.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

1. It provides a holistic approach to education.
2. It provides an inclusive environment for all boarders.
3. It is continually improving the recreational facilities at the School.
4. It provides strong, clear management.
5. It promotes good communication between staff.
6. It has good policies and procedures.
7. It has good awareness of the National Minimum Standards.
8. It provides good information for parents.
9. The houseparent model of boarding is effective.
10. The recruitment procedures for staff are robust.
11. It provides a range of listening/counselling services.
12. It provides a good recreational resource for the sixth form.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

1. It should be more consistent in the approach to boarders.
2. It should be more proactive in relation to bullying
3. It should develop consistency across the boarding houses.
4. It should clarify differences between complaints and abuse allegations.
5. It should clearly record and respond to verbal complaints/allegations.
6. It should prioritise the improvement of the fabric of certain houses.
7. It should improve the hot water systems in certain houses.
8. It should improve the systems surrounding the recruitment, training and support of prefects.
9. It should define the roles of the independent listeners more clearly.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection is the first conducted by the National Care Standards Commission under the new National Minimum Standards for Boarding Schools. The number of recommendations is a reflection of the new standards, and it is foreseen that the number of recommendations will reduce in subsequent inspections.

There are recommendations made within the report that if followed will address the shortfalls noted.

The overall impression gained during the inspection was positive.

The School is fully aware of the National Minimum Standards and is progressing its own audit against the Standards independent from the NCSC. This is to be commended.

The houseparents are largely committed and dynamic in their approach to boarding.

During the inspection the Inspectors were generally impressed by the atmosphere of the school, with the vast majority of boarders appearing polite, respectful, proud, enthusiastic and above all happy in their environment.

However there were issues raised during the inspection relating to inconsistency across the houses in material provision, punishments, recording and houseparent methodologies.

It was also the opinion of the Inspectors that the school should heighten its awareness, and make steps to address, the negative impression that a sizeable number of individuals have regarding the boarding provision at the School.

There is a summary of the results of the boarders questionnaires attached as an appendix to the report.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

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 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	BS2	<p>With regard to bullying the School should:</p> <ul style="list-style-type: none"> • Increase the knowledge of boarders with regard to the bullying policy. • Address the reported level of bullying within the School. • Create an environment in which the boarders have faith in reporting incidents of bullying. • Act appropriately to reported incidents of bullying. 	September 2004
2	BS3	<p>With regard to Child protection the School should:</p> <ul style="list-style-type: none"> • Ensure that the policy is consistent with the local Area Child Protection Committee procedures. • Treat verbal disclosures in the same manner as written disclosures. 	May 2004
3	BS4	The School should improve consistency with regard to the giving and recording of punishments.	May 2004
4	BS4	The School should ensure reasonable levels of behaviour are maintained within boarding houses at all times.	May 2004
5	BS5	The School should ensure that a consistent complaints procedure is distributed to parents and boarders that makes reference to the NCSC (or after the 1st April 2004 the Commission for Social Care Inspection [CSCI]).	September 2004

6	BS6	The School should ensure that all boarders receive life skills education.	September 2004
7	BS10	The School should ensure that consistency in approach across the houses is promoted and monitored.	September 2004
8	BS13	The School should develop the prefect system to include appropriate selection, induction, job description, meetings and training (including child protection).	September 2004
9	BS14	The School should more clearly define the roles and contact details of individuals identified to be approached by the boarders with personal issues and promote the boarders' confidence in the systems in place.	September 2004
10	BS18	The School should promote a consistent approach to boarders by staff working in the boarding houses.	May 2004
11	BS24	The School should ensure that boarders are protected from adverse weather whilst queuing for meals.	September 2004
12	BS26	The School should ensure that all staff with boarding responsibilities are able to manage issues relating to fire.	May 2004
13	BS36	The School should review its processes for ensuring that boarders are satisfied with the level and consistency of support received.	May 2004
14	BS37	The School should review the processes surrounding the waking up of the younger boarders by older boarders.	May 2003
15	BS40	<p>The School should ensure that:</p> <ul style="list-style-type: none"> • The fabric of the buildings is maintained to a satisfactory standard. • The provision of hot water and heating to the boarding houses is satisfactorily regulated. 	January 2005
16	BS41	The School should increase the usage of the security devices fitted to the boarding houses.	May 2004
17	BS41	The School should improve the lighting on routes used by boarders, especially between Sheffield and Norwich Houses and by the Chapel to the girls' boarding houses.	September 2004
18	BS42	The School should ensure that the ceiling lights in Plymouth House are cleared of dead flies.	April 2004

19	BS44	The School should ensure that toilets in the boarding houses have: <ul style="list-style-type: none"> • working locks fitted; • doors on cubicles; • seats securely attached. 	May 2004
20	BS47	The School should ensure that all windows above ground floor are appropriately restricted.	May 2004
21	BS47	The School should ensure that all areas containing dangerous equipment are not accessible to boarders at any time.	April 2004

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	BS6	It is advised that the School consider how it delivers appropriate personal, social and health education within the Religious Studies framework to ensure that the full scope of Standard 6 is met.
2	BS25	The school should consider relocating the water fountain to a more appropriate location.

*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	YES
• 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	YES
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	19/01/04
Time of Inspection	8.15
Duration of Inspection (hrs.)	98
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

18

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

148

Girls

48

Total

196

Number of separate Boarding Houses

7

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The School has a wide range of material that is distributed to parents prior to admission. This material includes a comprehensive DVD that accurately reflects boarding life at the School.

The prospectus includes information regarding the boarding facilities, practice and principles.

There has also been a recently developed 'boarding handbook' which is a brief but detailed document that clearly defines the aims and objectives of the School particularly in the realm of boarding.

The School has also developed a parents' guide to first time boarding which is an excellent document that gives clear guidance to parents, and recognises the difficulties that can be experienced by both new boarders and parents. It also gives practical advice regarding how to minimise the effects and how to make the transition as smooth as possible.

There is limited written information provided regarding specific admission criteria; however the process to be followed is explained within the registration documentation and the Inspectors were informed that the Headmaster meets prospective boarders and their parents to discuss in detail the expectations and requirements.

In conclusion it is felt that the School provides good information to parents and boarders prior to admission employing a variety of materials and media.

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?****2**

As part of the inspection process a survey of boarders is undertaken and one of the questions relates to bullying. The results of the survey showed that 82.8% of respondents stated that they were never or hardly ever bullied. 14.1% stated that they were sometimes bullied, and the remaining 3.1% stated that they were bullied often or most of the time. These figures largely correspond to national averages.

There is a clear, detailed and comprehensive bullying policy that is shared with parents and staff, but the boarders themselves had little knowledge of the full policy. Within the houses on notice boards there was some information regarding what action to take in the event of being bullied, and there was also some brief information included within the boarders' handbook.

In discussion with boarders themselves they highlighted that bullying was an issue at the School, which is in contrast to the results from the survey.

The boarders' responses to being victims of bullying, or witnessing bullying taking place were varied with a reported lack of confidence in reporting incidents to appropriate adults. Indeed it was stated that in some cases the boarders would either attempt to address the issue themselves or ignore the issue. In certain cases the Inspectors were informed that the boarders would report bullying to the head of house (prefect) because they felt that action would be taken to directly address the bullying.

There was evidence during the inspection of an incidence of bullying being reported in writing to senior staff with little action being taken. In addition there was documentary evidence within boarder records of violent incidents of bullying occurring with the response from senior staff at the school being varied and not clearly addressing the issues presented.

Bullying and idiosyncratic responses to bullying were reported to be more prevalent in the junior boarding house.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

82.8

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?****2**

The School has a clear child protection policy in place that details action to take in the event of an incident of abuse. This policy is included within the houseparents' manual.

The policy includes definitions of abuse, and the range that forms of abuse might take. The policy needs referencing with the local Area Child Protection Committee procedures in order to demonstrate consistency.

The policy is supplemented by a document entitled 'child protection and child abuse: a guide for staff' that is included within the School staff handbook and policies.

All staff spoken with at the school, including ancillary and domestic staff, were clear of the action to take if abuse was witnessed or reported to them. There is a clear programme of education of staff through inset training days and during any induction of a new member of staff.

The Inspectors viewed the content of the inset training and found the information given to be comprehensive and targeted.

In discussion with prefects at the school there was a lack of understanding regarding child protection and the action to take if abuse was disclosed or witnessed.

The recording of verbal disclosures is an area that the senior management of the school need to address as a matter of importance.

During the inspection there was evidence presented that there was a lack of clarity within the School of the difference between complaints and abuse allegations.

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?****2**

The School has a detailed discipline and behaviour policy that is distributed to all houseparents. This is supplemented by guidelines in the staff handbook and information given to parents in the information pack.

This policy states the action to take as a result of breaches of discipline, and gives guidance on the level of punishment to be given. The policy also promotes the importance of a uniform approach to the giving of punishments, and if there is to be any differences between the houses then it needs to be approved by the Headmaster.

There are separate policies regarding the use of restraint included within the houseparents' manual.

During the inspection the standards of behaviour witnessed by the Inspectors were generally very good, although on one occasion during the evening, after a fire alarm, the boarders were extremely excitable and the staff in charge appeared to have very little control of the actions of the boarders for a period of over 20 minutes. During this time repeated insolence was heard, and a breakdown of order was noted.

The boarders reported that there was a variance to the giving of punishments across the houses and genders, although none of the punishments given were reported to cause pain, anxiety or humiliation.

The recording of punishments was seen to be done in a variable manner, with houseparents adopting individual methods and processes of recording punishments given.

Any major breaches of discipline are reported to the headmaster for action.

Standard 5 (5.1 - 5.7)

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

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

The School currently has a draft complaints procedure for parents, and a comprehensive and detailed draft process for addressing the complaint made. This procedure has not as yet been distributed to parents.

Within the boarding handbook given to pupils it briefly describes that it is possible to complain but does not detail the process of how to make a complaint or what the outcomes of making a complaint will be.

There is also a booklet that is distributed to boarders and was available within the houses, called 'when things go wrong', which encompasses a wide range of possibilities, and does give advice on what to do if feeling unhappy about any aspect of their life, and also gives a formal procedure to follow which could be seen as a complaints procedure.

This booklet also lists a number of individuals and organisations that may be approached by the boarders for advice, including Childline.

A form of the booklet was also noted to be on the notice boards in some of the houses.

The details of the National Care Standards Commission are not included within any of the complaints documentation.

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**

The School has a detailed drugs policy that covers alcohol, smoking, medicines and illegal substances. The policy is clear regarding the actions the School will take with regard to breaches of the School rules regarding drugs.

This policy also incorporates the framework for developing education regarding drugs issues.

There is a member of staff highlighted at the School whose role it is to promote the policy and to act as a focal point for drugs issues within the School.

The School are working with an external drugs advisory body called 'Energy and Vision'. This organisation has worked closely with the School and has done presentations to parents, staff and boarders. The body conducted a survey at the school, and recommendations were subsequently made. They also provide a counselling service for boarders.

Health education is largely covered within life skills teaching that is linked to religious education. The subject areas covered are wide ranging and include sex education, smoking, relationships and substance abuse.

The school doctor and his wife visit the School to undertake some sex education with the boarders, and this includes information regarding contraception.

It was noted by the Inspectors that certain groups of pupils may not attend life skills classes due to other commitments and as such do not receive the full compliment of knowledge regarding issues discussed.

From limited observations and conversations during the inspection the Inspectors consider that the School should consider if it meets all of the elements of Standard 6 effectively through education provided by the Religious Studies department.

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**

The records kept in relation to the health of the boarders were good, with accurate recording of relevant information and good distribution of information.

Information is sought from parents prior to admission regarding specific health needs and requirements, and this information is regularly updated and disseminated on a need to know basis.

The records are held on an individual basis and emergency contact details are readily available.

The records are securely held with a respect for confidentiality shown.

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

The boarding provision at the School caters for the vast majority of pupils, and as such is at the forefront of practice and development.

There is a clear management structure at the School that facilitates the development of boarding, with the Headmaster linking with the Governors and the Trustees of the School.

Meetings between all relevant parties are regularly arranged, with reports being delivered on the boarding provision at the School, and as such this clear reporting system ensures that boarding practice is monitored effectively.

All policies and procedures adopted by the School have to be approved by the Governors and the Trustees, which ensures that the policies are robust and accurate, but it was reported to the Inspectors that the timescales in driving a policy from inception to delivery could be lengthy due to the number of bodies that have to approve the policy.

The training for the houseparents in boarding practice is ongoing with regular inset training days. This is supplemented with individuals putting forward suggestions for Boarding School Association training and associated qualifications.

There has been a recently developed induction programme for new houseparents, which covers a wide range of areas.

In the staff handbook there is a formal commitment made to providing training and promoting the development of staff by the school; but it also states that staff have a responsibility to highlight their own training needs and be proactive in the field of their own development.

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**

There is a clear crisis management plan held at the School, with the headmaster being the focus for actions.

The plan covers a wide range of possible emergencies and has been tested during inset training.

There was an example given to the Inspectors of when the plan had been used in the past, and it was reported that it was a successful tool employed during the management of the situation.

One situation that is not clearly detailed within the plan is what would happen if houseparents were no longer able to manage their house, due to illness or other unforeseen circumstance.

Standard 10 (10.1 - 10.5)

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

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

The houses were suitably separated by age and gender.

The junior house (Plymouth) was purely for the accommodation of the year 7 and 8 boarders and was deliberately isolated from the boarding houses for the senior boarders. Plymouth House accommodates boys and girls and the accommodation was seen to be totally separate with the boys using the first floor of the building and the girls the ground floor. The boarders were clear of the rules surrounding integration, with only the communal areas being accessible to both sexes.

There are no mixed senior boarding houses and the girls' houses are geographically distant from the boys' houses.

The age distribution within the houses was satisfactory with no inappropriate sharing of facilities for boarders of significantly different ages.

The boarders were clear during discussions that there were differences between the houses regarding physical provision, ethos and attitude. The Inspectors appreciate that differences between houses are central to the atmosphere of the school and that individuality and loyalty to your house are not necessarily a negative force, but care must be taken not to exacerbate the differences to make any house appear poorer or to be stigmatised as a result of this individuality.

There were differences in the management style and interpretation of some of the rules and regulations by houseparents. Again the Inspectors appreciate that the houseparents are instrumental to the ethos and atmosphere of the house, but in order to promote fairness for all boarders and ensure uniformity, especially with regard to punishments, this individuality needs to be carefully monitored and be within certain recognised boundaries.

The Inspectors were of the opinion that the facilities within Sheffield House were significantly poorer than the other houses. The boarders were very aware of the poor facilities and frequently mentioned the lack of sofas and entertainment facilities within the house.

There are issues relating to the fabric of the buildings that will be discussed later in the report under standards relating to premises.

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**

In the boarders' survey over 83% of boarders were satisfied with the level of activities provided at the School, with only 16.5% stating that they were poor or very poor.

In discussion with the boarders this level of satisfaction was reflected, but there was the issue regarding activities at weekends with some individuals stating that the provision was poor, and others voicing an opinion that they appreciated the lack of structure and the opportunity to do nothing and relax.

There is limited free time for the boarders due to the nature of the timetable, and the requirement to undertake prep in the evenings.

The range of activities on offer at the school is varied, and the school has made a commitment to increasing the scope of available activities. The school has recently opened an on site swimming pool and an Astroturf pitch has been established. The Inspectors were also informed that a new gym was planned and that a dance studio was due for opening in September 2004.

These developments must be commended.

The activities appeared to be sports orientated and if boarders' interests were not sporting then the School could be seen to be offering a lack of worthwhile activities to pursue.

There are a number of sporting inter house competitions and extra curricular activities that can be pursued, but again the School is addressing issues by opening up the art facilities and resource areas out of school hours.

The boarders have access to the internet at the resource centre. There are security measures in place to prevent the access to inappropriate material. The School is currently investigating the possibility of introducing remote access to the internet across the School site; if this happens then the Inspectors received assurances that the content able to be accessed would still be filtered.

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>There are opportunities for boarders to input into the operation of boarding provision.</p> <p>There are food committee meetings, School council meetings and house meetings held every night during which there are opportunities for boarders to raise issues.</p> <p>The School is in the process of consulting with the boarders regarding the rules and regulations surrounding relationships at the School. A survey has been distributed and completed by the boarders and the School are in the process of analysing the results and acting upon the outcomes.</p> <p>There were also suggestion boxes within some of the boarding houses.</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?	1
<p>The prefects system at the school is an area that is in need of development.</p> <p>The prefects in the school did not apply for the role, undertook no interview, have received no programmed induction, minimal training to perform their role, have received no job description, have received no child protection training and indeed were unaware of who the lead for child protection issues was in the school.</p> <p>The prefects perceive no real benefits of being a prefect apart from the fact that it looks good on the CV and that there is a prefects meal once a term. The Inspectors were of the opinion that the prefects appeared unmotivated and viewed their role as purely disciplinarian in the monitoring of the mealtime food queues and activities at chapel.</p> <p>The prefects work in pairs and perform duties for a whole week; the prefects reported that by the end of the week they are extremely tired and felt that they were on occasion short tempered and could act inappropriately towards other pupils.</p> <p>The prefects have no regular meetings and are not directly supervised in their roles.</p> <p>There was a notable difference with the head girl and boy, they attended prefect training at another school and have regular meetings with the headmaster.</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?****2**

The results of the boarders' survey showed that there is a large range of adults within the school that the boarders feel that they could turn to with a personal problem, or to seek advice, with houseparents, head, school nurse and independent counsellor receiving significantly higher than the national average number of responses.

It is also interesting to note that boarders felt less inclined to talk with parents and friends than the national average would suggest is the norm.

There is a range of information provided to the boarders in the boarding handbook, the pamphlet 'when things go wrong' and on the notice boards within the houses regarding who is available to talk to if a problem arises.

There are at least four individuals noted within documentation that have a role of either counsellor or listener. The difference between these individuals was confusing, and the contact details in some cases were not clear.

It must be praised that the School has identified such a wide range of individuals for the boarders to approach, but clearer information regarding their specific roles and a more structured and targeted approach would benefit the boarders.

However during the inspection a number of boarders felt that, although there were a number of individuals that they could talk to, they were of the opinion that little action was taken to address issues and had lost confidence in the process.

One of the individuals is directly contactable by the boarders.

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?

3

The school has a San (medical centre) that is staffed and available 24 hours a day. There is always a qualified Nurse on duty.

There is a named Doctor who has built a trusting and valued relationship with the School over a considerable number of years. He visits the school regularly and holds surgeries at the San, and he can be accessed in an emergency. The Doctor and his wife perform a wider role at the school involving discussing sex education with the boarders.

The boarders can see the Doctor unaccompanied if they wish and can request to see a female doctor if desired.

All staff within the houses are trained in first aid, and are aware of the procedures to follow and the need to contact the San and record any actions taken.

Parental permissions for the giving of medication and first aid treatment were seen to be in place.

The information provided by the San to the house staff is good, with general information concerning the San being supplemented by information concerning procedures to be followed in case of emergency. The information given to staff from the San includes specific information pertaining to individual boys and their conditions.

The staff at the San have also distributed a list of acceptable medications that can be given to the boarders.

The recording of the medications administered to the boarders whilst in the house was good, with clear information noted regarding dosage and time of administration.

There were good links between the house and the San, with both parties showing an awareness of the current situation regarding the needs of specific boarders.

The record keeping at the Health Centre was very good, with information being kept secure and well maintained.

The medication stored at the Health Centre was stored appropriately, with all medication being specifically for individuals, with no stock medications held on site.

There is some use of Ritalin at the School, and some of the documentation seen regarding the use of this drug was unclear with regard to the reason for its usage.

There is good communication between the Health Centre and parents, with information being readily supplied with regard to the health needs of boarders from parents. It was also noted that houseparents pass medical information received from parents to the appropriate medical staff.

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

If a boarder was ill and requiring regular monitoring then the individual would be transferred to the San, where this could be provided.

The staff at the San are readily contactable 24 hours a day by the boarders in the San, or by houseparents in the houses if a boarder becomes ill overnight.

Standard 17 (17.1 - 17.8)**Significant health and personal problems of individual boarders should be identified and managed appropriately.****Key Findings and Evidence****Standard met?****3**

Welfare plans are in place for boarders with specific needs, and these are developed and reviewed with appropriate outside agencies.

The special needs department at the school, called 'Greens' is a very good facility, and provides a service for over half the pupils at the School. The School should be commended for how it has integrated Greens into the School life and how attendees have not been stigmatised by other boarders.

The Greens provide a whole life education and are very supportive of emotional as well as educational needs of the boarders.

There was evidence during the inspection of specific medical issues being appropriately addressed by the School.

Information regarding homesickness is shared with parents in the document 'a parents guide to first time boarding'. This document gives practical advice in the management of homesickness.

Evidence was seen during the inspection of the caring attitude of the School towards boarders who were experiencing, or had experienced, difficult personal traumas.

The School, through the Doctor and San, readily access additional outside support to assist with the management of issues that are felt to be beyond the remit, or capability, of the School staff. However, the School Doctor raised concerns regarding the availability of specialist psychological support in Oxfordshire for children.

The School manages situations well if it knows about the personal problems or issues that are affecting the boarders, but there was evidence that there were occasional blocks to the process insofar as the School have not been aware of issues that might require further assistance or action.

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?****2**

In the houseparents manual there is information and guidance relating to equal opportunities, and a recognition that discrimination is unacceptable on grounds of gender, disability, race and religion. Within the staff handbook it is stated that discrimination is viewed as gross misconduct.

The School has highlighted the need to undertake a review of all its policies and procedures to ensure compliance.

The School respects special diets and religious observances.

Support is offered within the School to boarders who require extra assistance with English language.

In discussion with boarders there was a commonly held view that houseparents and tutors can treat boarders differently, and that there were definite favourite boarders, and other boarders that appeared to be treated unfairly. The Inspectors appreciate the individual nature of the houses, and the management style of the houseparents, but consistent approaches should be visible.

See also Standard 4.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Every House has an adequate number of payphones for the use of all the boarders. These phones were all in working order.</p> <p>Some of the telephone booths in the houses did not have accessible 'helpline' numbers.</p> <p>There are two British Telecom payphones on the school site, but they are not functioning due to BT removing the service due to the fact that they were not being used enough. The School is currently in contact with appropriate authorities to attempt to receive a service from an alternative provider.</p> <p>Some of the telephone areas did not promote privacy.</p> <p>The majority of pupils within the senior school have mobile phones, and can easily contact families and parents in private if it is desired.</p> <p>Each boarder has a personal e-mail address and can send and receive e-mails as desired. These e-mails are electronically filtered for content, but remain private.</p> <p>There was evidence in the houses of staff contacting parents appropriately regarding welfare issues of their child at school.</p>		

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
<p>The recording of the incoming and outgoing money held by the houseparents on behalf of the boarders was accurate, legible and secure.</p> <p>All boarders are provided with a lockable facility within their room or dormitory, although the boarders' use of the lockable facility was limited, with boarders stating that they did not have a key for the lock.</p> <p>Some boarders have a lockable trunk brought from home, in which they store valuables.</p>		

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
<p>The boarders tend to join the School at the age of 11, although there are a minority that join the School in other years.</p> <p>The new boarders are given a wide range of written and visual information before coming to the school, and also generally will have attended the school for a visit and induction prior to the start of term.</p> <p>The new boarders also start school before the main school to further familiarise themselves with the activities, layout and routine of the boarding house.</p> <p>Each new boarder will be allocated a boarder as a 'buddy' to whom he or she can go to with any queries for the first few weeks.</p> <p>Tutors are aware of the new boarders and encourage the settling in to the school, this is facilitated through weekly meetings.</p> <p>The boarders spoken to felt that they settled in well at the school and that they had had enough support to find their feet.</p>		

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?	9
<p>This standard is not applicable to Kingham Hill School as no educational guardians are appointed by the School.</p>		

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**

There is a strong senior management team at the school including the head, deputy head, bursar and director of administration. All parties to a degree monitor developments in areas most relevant to them.

The head is the individual within the school with the most direct contact with all areas of the school, and has regular meetings with the housemasters and other relevant individuals.

There are staff, governors and trustees meetings held on a formalised basis, all of which give some opportunity to monitor practice.

Risk assessments are an area of strength within the School with the health and safety group reviewing the assessments every half term. The risk assessments are also monitored by an external body for which the School has received an award of excellence.

The monitoring of punishments is not clearly defined within the School, and no one individual has the duty to monitor them or to seek consistency between houses.

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**

In the survey regarding the quality of food provided by the school 26% stated that the food was 'good' or 'very good', 51% stated that the food was 'average', and the remainder suggested that it was 'poor' or 'very poor'.

As is usual within boarding the provision of food is an emotive issue, and a cause for debate amongst the pupils of the school. Generally in discussion with the boarders there was general satisfaction with the quality, quantity and variety of food on offer within the dining hall.

The main concerns raised by the boarders were being outside whilst queuing for getting food (especially at lunchtime), the cramped nature of the dining hall and the lack of variety with the vegetarian options.

The school is aware of the issues surrounding queuing for food, and is planning to address the problem by developing the area outside the dining hall to provide cover for the boarders whilst queuing.

There was generally a good atmosphere in the dining hall, with an adequate adult and prefect presence.

The Inspectors found the food provided to be of good quality, warm and attractively presented. The menu was very varied with a vegetarian option always available. The salad bar was well stocked and provided a variety of options.

There were drinks readily available with the meal, although at lunchtime this was limited to water.

There were also a variety of condiments and sauces available with the meals.

There were ample amounts of consistently clean crockery and cutlery available for the use of the boarders.

The staff within the catering department are all appropriately trained in food hygiene.

The head of catering produces a rolling menu that always contains a vegetarian option and appeared to the Inspectors to be varied and nutritious. He also meets with the boarders' food committee regularly to discuss issues, has a complaints procedure and conducts a highly detailed survey regarding the catering provision at the school.

The Environmental Health Officer visited in January 2003 and the head of catering stated that there were no outstanding issues. The Inspectors walked the kitchens and found them to appear clean and well ordered.

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**

Drinking water is available within the boarding houses. The only drinking fountain at the main school site is inappropriately located in the entrance to the girls' toilet; this causes embarrassment for the boys and it was reported that it can make the girls feel uncomfortable.

Each house has a vending machine that sells drinks. The boarders expressed disappointment that the machines had recently been changed and no longer sold Coke. The head stated that extensive research had been conducted regarding the health benefits of a variety of soft drinks and as a result the decision had been made to change supplier.

Some of the houseparents run a 'tuck' shop for the boarders within their house.

'Tuck' is also brought from home after the weekend, and there are local shops in the village of Kingham that the boarders can visit with permission.

Bread, milk and spread are distributed to the houses so the boarders can make themselves snacks in the kitchens within the houses.

No boarders reported to the Inspectors that they were hungry, or that there was not enough food.

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**

The fire logs in all the houses were well completed by the houseparents. The content of these records is monitored closely by the bursary and any shortfall in the recording and maintenance procedures are highlighted and remedial action required.

There are regular fire drills that take place in all houses; this was confirmed in discussion with the boarders, and boarders were clear in the action to take if hearing the fire alarm.

All equipment is appropriately maintained by an approved company.

The Fire Officer visited the School on 10th December 2003 to conduct an inspection. Several recommendations were made which the school is acting upon. The overall view of the fire officer is that 'The existing fire precautions within the School premises are generally well maintained with good maintenance and recording procedures in place'.

The Inspectors were present at an unplanned fire alarm in Plymouth House. The organisation surrounding this event was poor, with unclear information being relayed. The children were left outside in very little clothing for a period of over 20 minutes, the roll call was unorganised and the staff present could not maintain order. The staff present had difficulty in resetting the alarm and appeared to have little knowledge of procedures.

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?****9**

This standard is not applicable to Kingham Hill School.

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?**

9

Kingham Hill School does not accommodate other children apart from its own pupils.

Although the School does let out its facilities during holidays it does not have management responsibility for the individuals accommodated.

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?**

3

The school has a nominated individual who co ordinates the risk assessments for off site activities and other activities at the school where it is assessed that there is a risk.

The inspectors saw examples of very good risk assessments in relation to day trips out of the school and also residential trips for longer periods of time. These were comprehensive and of a high standard.

The Combined Cadet Force (CCF) is linked with the MOD and as such their very stringent risk assessment processes are adopted and monitored.

The Duke of Edinburgh scheme is also risk managed to a satisfactory level.

High risk activities at the School such as swimming and the climbing wall are all appropriately supervised by either qualified lifeguards or instructors.

Parental permissions are sought for trips away from the School and for hazardous activities.

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**

The boarders have regular access to newspapers, television, Sky TV, internet, e-mail and other systems for maintaining contact with the wider world.

Any arrangements for the pupils to leave the grounds are well documented within the houses and within the wider School rules.

The level of supervision and rules regarding leaving the school site are clearly documented and are dependent on age of the individual, with progressively more freedom and responsibility for own actions given as the boarder increases in age.

There is a clear policy in place regarding the pupils' use of their own cars, and who they can transport in their cars.

Access to the wider community is facilitated at the weekend with sixth form allowed to go into Oxford by train unaccompanied, and younger ages supported to visit Chipping Norton or a similar town.

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 arrangements for the supervision of the boarding houses outside of teaching time are considered to be largely satisfactory within the school.

The situation across the houses with regard to boarders returning to the house during the school day are varied, with some houses accepting the fact and others being clear that boarders do not return to the house. With boarders returning to the house the situation could arise when boarders are within the house with no adult supervision.

There is a clear rota in place for each house, and all staff know when they are on duty and the roles they perform when on duty.

The standard staffing structure for the houses is having resident houseparents, supported by a team of house tutors who perform supervisory duties during the evenings.

Within Plymouth house the situation is different insofar that the normal staffing arrangement is supplemented by two resident Gap students.

The houseparents are all extremely dedicated, and provide a high level of support over what can be lengthy periods of time.

There are always suitable numbers of adult members of staff within the house in the early morning and at bedtime at night, to supervise activity and maintain a focus within the busiest, and potentially most difficult, times of the day. The house prefects also perform an active role within the houses during the early morning and bedtime.

The boarders appear to be very independent, and largely support themselves in the morning and at night, with only prompting usually required by a houseparent or other person on duty to complete tasks.

At the weekends the staffing levels remain constant thus facilitating activities and maintaining a supervisory presence.

In discussion with boarders they consistently felt that there was enough staff supervision in the houses, although it was reported that occasionally in the evenings there might be no adult available within the house as tutor duties could be shared between two houses, although the boarders stated that they would always be able to contact a member of staff if needed.

Boarders consistently stated that staff were available if needed overnight, and that the staff were easily contactable.

The school is also keen on maintaining the houseparent model of staffing, this involved husband and wife managing a house between themselves. This naturally involves male staff working in girls' boarding houses.

In discussion it was felt that the system worked well, and that male staff were clear on their role, and the systems employed protected the staff and the girls from encountering possibly difficult situations.

Standard 32 (32.1 - 32.5)

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

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

There are clear procedures to be followed if a boarder is to leave the School site, and a member of staff must be aware that it has occurred.

If a trip is arranged away from School then a risk assessment is completed and appropriate numbers of staff accompany the boarders.

There is a signing in and out system employed at each house and this is supplemented by a system of 'chits' that need to be signed by an adult at the boarder's destination. Some of the signing in and out books were poorly completed.

There are regular registrations held to further confirm the whereabouts of boarders.

The Gap students have a clear role to perform within the house and are not left in sole charge of the boarders without a houseparent or tutor being readily contactable.

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**

Boarders consistently reported that there were staff available overnight if needed.

Each house has two people sleeping on site, and in the case of Plymouth house this rises to four with the Gap students.

There is a late registration that allows the house staff to be sure that all boarders are in their house.

The duty nurse is contactable overnight by the house staff.

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**

All staff have up to date job descriptions that accurately reflect their roles within boarding, and in discussion with houseparents and tutors there was clarity demonstrated regarding the roles that they perform, and the remit of their particular post.

There is a clear management structure at the school, with all staff receiving supervision from the appropriate department.

Boarding staff have an annual appraisal during which the role of the post is discussed as well as any developmental needs.

Child protection issues are discussed during induction and this knowledge is supplemented by regular inset training.

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**

There is a staff handbook that is distributed to all staff and is a detailed document covering the majority of the aspects of being employed at Kingham Hill School.

There is also the recently developed houseparents' manual that contains further more specific detail covering aspects of boarding practice. The manual also provides information on the National Minimum Standards, child protection, staff recruitment, health and safety and risk assessment amongst others.

This is supplemented by the boarding house handbooks, which are specific to each house. These contain very valuable information for staff, boarders and parents on the running of the house and what can be expected as a boarder at Kingham Hill School.

There is a staff disciplinary and grievance policy in place within the staff handbook, which outlines areas of gross misconduct, and the process of suspension and appeals.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	2
<p>This standard was difficult to assess during the inspection, and the Inspectors appreciate that certain elements of the School could use the opportunity of an inspection to create a false impression of relations between staff and boarders.</p> <p>However, the Inspectors were of the opinion that although the majority of relationships were positive and engendered an atmosphere of respect and development, there were a sizeable number of boarders who felt that their treatment was unfair, or that the School did not act or respond to their needs in an appropriate manner.</p> <p>This is in antithesis with the view of the staff and the management of the School who were of the opinion that the School was working well with boarders and that the channels of communication were very much open.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	2
<p>The staff in boarding houses were seen to respect other individual's privacy, and to act appropriately and with sensitivity when entering their bathrooms and other personal space.</p> <p>It was reported that male staff in the girls' boarding house can be involved in waking the girls up and saying goodnight.</p> <p>The sixth form within the houses are responsible for waking the younger boarders up in the morning, and it was reported by a sixth former and younger boarders that the sixth form on duty switch the lights on, sometimes pull the duvet covers off the younger boarders and can drag the boarders out of bed.</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?****3**

The Inspectors sampled recruitment records from a wide range of employment at the school, but focussed on individuals employed since April 1st 2002, as that is the date when new staff had to have a Criminal Records Bureau (CRB) check completed before starting work at the school.

The pre employment processes employed at the school were of high quality with checklists on the front of each file that corresponded with the information detailed in the National Minimum Standards. The checklists were also ticked as complete by a variety of individuals to further ensure that all aspects had been covered.

There was good communication between the various departments and very thorough 'personnel procedures' manual.

Generally the records held were of a high standard and well ordered, with it being particularly notable that written records of interviews were in place.

The main shortfall noted by the inspectors was in the recruitment records of a gap student. There was only one reference in place and no information from the local police force in his home country.

All other staff records seen had an up to date CRB check and references in place.

The taxi companies used by the School have all been approved by the local authority, and there is good guidance within the houseparents' manual regarding the use of taxis and how to protect yourself.

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

The bursary ensures that all ancillary, maintenance and cleaning staff have completed a CRB check before working unsupervised with children.

Contractors working at the school site are all supervised, and do not access the boarders' accommodation when they are present.

The school needs to be aware of Standard 39.4 that details that individuals living on site but not directly employed by the school need to be clear regarding the terms and conditions of their accommodation.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

2

The school is aware of the standards of the boarding accommodation across the seven houses, and has a planned programme of renewal and refurbishment on a cyclical basis for all the houses.

The main School site and the seven boarding houses were all built over 100 years ago and as such are running on old heating and water supply systems. The fabric of the buildings is variable in quality with it being noted that damp and other areas of disrepair are visible.

Some of the windows within the boarding houses are showing signs of wear, with poor catchments, draught exclusion and heat retention.

There is a variance across the boarding houses with the girls' houses (Severn and Greenwich) presenting as well maintained and pleasant environments. Sheffield House has noticeably poorer facilities than other houses, and the fabric of Bradford House is in need of attention more than other houses.

The lighting in the boarding houses was adequate with all boarders having individual lighting provided.

The heating was variable within the boarding houses with some boarders reporting the dormitories being too hot, and others stating that they were too cold. This suggests poor regulation of temperature.

The School is fully aware of the issues within the boarding houses.

The communal boarding areas were clean, and generally attractively decorated.

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?

2

The boarders' accommodation is potentially secure with the use of keypads to restrict entry to the houses. However, in practice, during the inspection the Inspectors were able to freely walk into a number of boarding houses unchecked with the keypads not in operation, and indeed some boarders were unclear about the number for their own house.

The security of Plymouth House was more rigorously applied with the Inspectors having to be allowed entry on all occasions.

The outside doors of the boarding houses are locked late evening and are kept locked overnight.

There is a system of signing in and out in operation in all houses and a late registration to promote security and an awareness of who is present within the house.

There was an awareness amongst the school of what were the boarding areas, and the privacy of these areas was seen to be respected by the whole school.

Certain areas of the school used by the boarders were not well illuminated at night, especially the road between Sheffield and Norwich Houses, and the route used to the girls' boarding houses by the chapel.

Visitors to the school site are requested to sign in at reception, and to be clear of their business and the areas they will be visiting.

The school grounds are well defined and have limited entrance and exit routes that promote security.

The maintenance staff and cleaning staff have a uniform and as such can readily be recognised as members of staff by the boarders.

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**

The sleeping accommodation provided by the school meets the needs of the boarders. The School has undertaken a review of the space in the dormitories and has adjusted the layout to create as much space as possible, and to meet the minimum standards.

The beds are of an appropriate size and design for the boarders, and indeed the school has met the requirements for one boarder by providing an oversize bed.

It was reported that in some cases the mattresses were not particularly clean, especially after the summer letting of the accommodation.

It was noted that the ceiling lights in the boys' dormitories in Plymouth House were infested with dead flies, which is unhygienic and unsightly.

All dormitories have adequate lighting, but in a couple of smaller rooms the windows were high up or in one case built into the ceiling. The boarders did not report any dissatisfaction with this arrangement.

The dormitories were all carpeted and decorated to a reasonable level, with boarders able to personalise their space with acceptable posters and other items.

All accommodation is suitably separated by age, and all staff accommodation is appropriately spaced around the houses, but without interfering with boarders' sleeping areas.

All boarders have storage space for their personal belongings, but in some cases this space was limited.

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**

Each boarder has a cabin style bed that includes a suitable desk space for private study.

The resource centre is also available for study as are some of the communal areas within the houses.

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

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

In the boarders' questionnaires 21% of boarders thought that the privacy in bathrooms was poor or very poor and 50% thought it was good or very good. For the toilet provision 10% thought that privacy was poor or very poor, with 64% stating that it was good or very good. These figures indicate that the boarders' satisfaction with the facilities was below the national average.

The toilet and washing facilities within the boarding houses are of variable quality.

There were issues raised regarding the poor temperature control, water pressure and privacy provided by curtains in the showers. The baths within the boarding houses were largely not able to be used as it affected the pressure and temperature of the showers within the house.

In tours of the boarding houses the Inspectors noted that some toilet doors did not lock, seats were loose and in one occasion there was no door on the toilet cubicle.

The top school toilets were seen to be adequate during the inspection, despite the numerous comments received by the boarders in the boarders' survey regarding their poor quality.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

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

Suitable changing provision is provided for the boarders if it is not practical to use the boarding accommodation.

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**

The School is set in well maintained and enclosed grounds that provide plentiful space for the boarders to undertake activities in safety. The facilities include Astroturf pitch, swimming pool, gym and climbing wall.

The main resource centre and library are open outside teaching time to allow the boarders to work and relax in a quiet environment.

There is communal space within all the boarding houses that generally provides good facilities, although this was noticeably poorer in Sheffield House.

The sixth form centre is an excellent facility that provides a more adult environment for the senior boarders.

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**

This is an area of strength within the school.

There are very thorough and comprehensive risk assessment and health and safety policies in place, which are effectively implemented and monitored by the senior management of the school. These are to be commended.

The School has an external health and safety inspection carried out by Peninsula Business Services, the last inspection was October 2003. The School has acted upon the recommendations made.

The School has been given awards with regard to its approach and standards of health and safety.

During the inspection it was noted that some windows above ground floor were unrestricted, and as such could pose a risk to boarder safety.

The school also needs to ensure that all cupboards containing potentially dangerous equipment are kept locked.

There is a clear reporting process to highlight maintenance issues and issues that pose a health and safety risk. Issues are prioritised and the houseparents expressed satisfaction with the response if something needed urgent action.

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?	3
<p>The San provides good quality accommodation for the boarders who are ill at the school.</p> <p>The environment is homely and welcoming, with good quality facilities.</p> <p>There is separate accommodation for boys and girls with toileting and washing facilities also separated by gender.</p> <p>There are always qualified nursing staff available and if boarders are accommodated within the San then a nurse will be present.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>The laundry system is largely internal to the house with ancillary staff and occasionally houseparents undertaking the laundry. The boarders reported the system generally worked efficiently and effectively, with clothing being returned promptly, ironed and clean. There were some exceptions with isolated reports of bleaching, shrinking and clothes being sent to the wrong house.</p> <p>The bedding and certain items of clothing are sent to an off site laundry on a weekly basis.</p> <p>The sixth form are encouraged to perform their own laundry using the machines in the house.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>There is a School shop on site that sells minor items for the use by boarders.</p> <p>Boarders visit the local village and have opportunities to go to larger towns to buy more substantial items.</p> <p>The majority of boarders regularly visit home and have opportunities to stock up on relevant items.</p>		

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence**Standard met?**

9

The School does not provide lodgings.

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

During the inspection the inspectors discussed with boarders how they were supported and the accommodation provided during trips away from the school.

The trip to Romania was seen by the boarders as an experience to widen knowledge and help a community less advantaged than themselves. The inspectors recognize that accommodation and infrastructure would not be of a standard that would be expected in this country.

The pupils spoke very positively about the experiences and activities and the way that they had been organised by the School, and raised no concerns regarding their welfare when away from the School.

All trips are thoroughly risk assessed prior to departure.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Lay Assessor	_____	Signature	_____
Date	_____		_____
Lead Inspector	Ed Watkinson	Signature	_____
Date	8/3/04		_____
Second Inspector	Carole Moore	Signature	_____
Boarding Sector Specialist Inspector	Carol Evans	Signature	_____
Date	_____		

PART D

HEAD'S RESPONSE

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 the 19th – 21st January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

NO

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

YES

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

**Status of the Head's Action Plan at time of publication of the final inspection report:
This will be kept on file and made available on request.**

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

Other:

NO

D.3 HEAD'S AGREEMENT

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

**D.3.1 Iofconfirm
that the contents of this report are a fair and accurate representation of the
facts relating to the inspection conducted on the 19th – 21st January 2004
and that I agree with the recommended actions made and will seek to comply
with these.**

Print Name MARTIN JOHN MORRIS

Signature

Designation HEADMASTER

Date 1-04-04

Or

**D.3.2 Iofam
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.