

# inspection report

Boarding School

**Wycliffe College**

Stonehouse

Gloucestershire

GL10 2JQ

9th, 10th, 11th & 12th November 2004

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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



**SCHOOL INFORMATION****Name of School**

Wycliffe College

**Address**

Stonehouse, Gloucestershire, GL10 2JQ

**Tel No:**

01452 822432

**Fax No:****Email Address**

senior@wycliffe.co.uk

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

Dr R A Collins

**Name of Head**

Dr R A Collins

**CSCI Classification**

Boarding School

**Type of school**

Date of last boarding welfare inspection

6 <sup>th</sup> -9 <sup>th</sup> November 2001
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<b>Date of Inspection Visit</b>		9th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mrs Caroline Jones	073603
<b>Name of CSCI Inspector</b>	<b>2</b>	Mrs Barbara Davies	
<b>Name of CSCI Inspector</b>	<b>3</b>	Mr Mike Williams	
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Dr. Rodney Edrich	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		DR COLLINS	

**Introduction to Report and Inspection**

**Inspection visits**

**Brief Description of the school and Boarding Provision**

**Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

**Implementation of Recommended Actions from last inspection**

**Recommended Actions from this inspection**

**Advisory Recommendations from this inspection**

**Part B: Inspection Methods Used & Findings**

**Inspection Methods Used**

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

**Part C: Lay Assessor's Summary (where applicable)**

**Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Wycliffe College.

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.**

Wycliffe College is a co-educational school for pupils aged from 2 to 18+. It comprises the Preparatory School (based on a nearby but separate campus) and the Senior School (taking the 13 to 18+ group) based on the outskirts of Stonehouse. The focus of this inspection was only the Senior School.

At the time of inspection, 253 pupils were registered as boarders at the school (162 boys and 73 girls) comprising 61% of the total 413 pupils. These boarders are accommodated in 7 boarding houses which also have a few day pupils attached. There is one house for day pupils. Wycliffe has a positive commitment to providing education to pupils from overseas: at the time of the inspection 72% of the boarders were international students.

The boarding houses are all located on the school campus there are three houses for boys aged from 13 to 18+, two houses for girls aged from 13 to 18+ and two co-educational houses, one for pupils aged 14 – 18+ and the other for pupils aged 16 to 18+.

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

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

- Clear and extensive welfare documentation, known, understood and used by staff
- Extensive Child Protection training, knowledgeable Child Protection Officer
- Commitment to Boarders health education
- Strong boarding leadership
- Monitoring and Governor oversight of Boarders' welfare
- Effective crisis management systems
- Mentoring by more experienced boarders
- Offers a wide and diverse range of activities
- Provides real opportunities for pupil consultation
- Rigorous recruitment and training for prefects, with clear, extensive supporting documentation
- Committed, caring and professional medical staff
- Effective integration of International students
- Good quality catering arrangements
- Committed and enthusiastic staff at all levels in the boarding houses, with positive house identity and loyalty fostered among boarders
- High quality support from ESOL and ESN departments
- Numerous opportunities for boarding staff to meet, and to review and contribute to development of boarding
- Low reported incidence of bullying
- Effective systems for investigating reported incidents of bullying
- Boarding staff empathetic and responsive to needs of boarders

## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Only three Standards were scored as having minor shortfalls, these relate to:

- The college should be more active in pursuing and obtaining, from parents of international students, relevant health and welfare information and medical consent prior to admission
- The college should improve documentary evidence of recruitment checks on ancillary staff
- The college's practice with regard to host families should be developed in line with that specified in Standard 51

There were a small number of good practice and advisory recommendations identified.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

It was clear from the outset that Wycliffe is a caring community where the wellbeing of its pupils is given absolute priority. The pupils are supported pastorally by dedicated and caring staff, who at all times endeavour to give of their best. The school appears happy and the pupils are well mannered, polite and respectful of the school and its traditions; in short they are a delight.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

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

y

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION	
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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 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	That the college actively pursue obtaining relevant health and welfare information from parents prior to admission of international boarders	1 <sup>st</sup> April 2005
2	BS38	That the college should ensure thorough recruitment checks are in line with 38.2, with particular attention to obtaining and retaining documentation of this process for ancillary staff.	1 <sup>st</sup> April 2005
3	BS51	That the college undertake the recommended checks and supervision of 'home stay' families used to accommodate boarders.	1 <sup>st</sup> April 2005

### 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	BS5	That the school includes how to contact CSCI re any complaint concerning boarders' welfare
2	BS14	That the school should undertake a CRB check on the person who is independent of the school whom boarders' can contact.

3	BS15	That the pupil health form consent (declaration 4) be extended to cover all points listed in Standard 15.14
4	BS20	That the college consider using a consistent and permanent system when holding or administering any boarders' money.
5	BS40	That the programme of maintenance items is closely monitored to ensure timely attention to outstanding maintenance issues in the boarding houses.
6	BS42	That the suitability of posters in boarders' accommodation is regularly monitored for their suitability.
7	BS44	That the college undertake a full review to ensure the effective operation of all showers in boarding houses.

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

Date of Inspection	09/11/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	160
Number of Inspector Days spent on site	15

**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**

13

**TO**

18+

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

162

**Girls**

73

**Total**

253

**Number of separate Boarding Houses**

7

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

The 4-point scale ranges from:

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

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

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

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

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

### Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence	Standard met?	4
<p>Boarding principles stated were observed in practice.</p> <p>Discussions with boarders confirmed that they and their parents are provided with a Pupil Handbook and a joining information pack when starting at Wycliffe.</p> <p>The College is commended for the Student Handbook and abbreviated overseas guide used with its international students; and use of current international students to assist new pupils settling into the college during their 'pre-sessional' week. Advisory documentation for assistant house staff and matrons is detailed and thorough, and reported to be helpful.</p> <p>Evidence: College policies &amp; documents, inspector observation, parents comments, house staff discussions</p>		

### 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?	4
<p>Boarders are protected from bullying by effective policies that are known to all staff and any incidents of bullying are effectively dealt with. Staff receive anti bullying training as part of their child protection training. Reports on bullying incidents are presented to the welfare committee of governors.</p> <p>71% of pupils reported never being bullied. 16.7% hardly. Any instances are verbal. Sources of bullying were identified as pupils their own age (32.3%) Prefects (25%) or older pupils (23.4%)</p> <p>Evidence: Boarders' questionnaire statistics, college policies, interviews with boarders and staff</p>		
<b>PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED</b>	87.7	%

<b>Standard 3 (3.1 – 3.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>Boarders are protected from abuse through clear college policy, which is known and understood by all staff. The College Child Protection Officer is extremely knowledgeable and has established effective systems for disseminating information to staff at all levels. Registration checks in college and the boarding houses ensure regular accounting for pupils. The College is commended for the thorough training of its staff at all levels, including training in child protection for prefects and governors, and its commitment to continued training as evidenced by the plan for an impending INSET day on Child Protection.</p> <p>Evidence: Interviews with housemasters, assistant house staff and matrons, college documentation,</p>		

<b>Standard 4 (4.1 - 4.7)</b> <b>The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Behavioural expectations are clearly set out in information to pupils, with the rules included in the Pupil Handbook, which is issued each term. The college uses sanctions sensibly. Records are maintained in each boarding house and a member of the senior management team monitors them in accordance with standards. Statistical information on sanctions and reports of serious behavioural incidents are presented to the welfare committee of governors. The Senior Housemaster maintains detailed records of smoking and alcohol offences and the sanctions imposed. The Senior Master reported that she maintains a log of major punishments.</p> <p>There continues to be some variation in style between the houses recording of sanctions.</p> <p>Evidence: Examination of record, pupil and staff discussion, college documentation, boarders' questionnaire statistics.</p>		

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are systems in place at the College to ensure that any complaints would be responded to appropriately. The Headmaster reported no serious complaints from parents. Documentation seen indicates that if concerns are raised, records have been made detailing the process and outcome.</p> <p>The Pupil handbook details the complaints procedure.</p> <p>The college should include details of how to contact the CSCI regarding any complaints in its relevant documentation to pupils and parents.</p> <p>Evidence: College documentation,</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>The College promotes the health of boarders via its comprehensive and commendable PSHE programme, which extends throughout the college. The programme has extensive literature and input from the medical centre staff.</p> <p>The college has clear rules about smoking, drinking and drugs and operates as a no smoking campus.</p> <p>Evidence: Observation, staff discussion, college documentation</p>		

<b>Standard 7 (7.1 - 7.5)</b> <b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The college has clear systems for documenting the health and welfare needs of boarders. Records are maintained in the Medical Centre, by Housemasters and in college files, some vital information is held on "Phoenix" the college's 'School Management Information system'. Significant health concerns are properly disseminated to college staff who need this information.</p> <p>The inspectors were concerned to note that some parents of international students have not provided health information and details received for others may be inaccurate. This shortcoming is known and acknowledged as a problem by the College's Senior Management Team. At the time of inspection, the Pupil Health form also includes the Parental Consent declaration to be signed by parents. The college must seek to resolve this shortcoming, which potentially puts boarders at risk.</p> <p>Evidence: Observation, college documentation, discussion with school nurse</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?	4
<p>The management structure and leadership of boarding at the college is clear. The Senior Housemaster is both extremely competent and experienced. Boarding Housemasters &amp; Mistresses benefit from detailed and clear guidance documentation and formal mentoring arrangements when they first take up post.</p> <p>The college is commended for supporting and encouraging most Housemasters/mistresses to access the Boarding Schools' Association programme of accredited training.</p> <p>The welfare committee of governors, who visit different parts of the campus, monitor welfare provisions.</p> <p>Evidence: Housemaster and staff discussions, college documentation</p>		

### 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
<p>The college has had experience of crises affecting boarders. Information about incidents, which have included health and welfare incidents, indicate sensitive and effective management.</p> <p>The college has a basis Crisis Management policy and key personnel are clear about their role in devising plans for particular incidents as and when they occur.</p> <p>Evidence: College documentation, staff discussion</p>		

**Standard 10 (10.1 - 10.5)**

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

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

The college has a range of boarding provisions of varying ages, which do inevitably have differences in physical provisions and facilities. However, there is generally a consistency in practice and a strong loyalty by boarders to their own house. The co-educational houses have separate facilities for girls and boys and there is reasonable separation of facilities for boarders of differing ages in all houses.

Evidence: Observation, pupil and house staff discussion

**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**

The college offers boarders a wide range and choice of activities outside teaching time and boarders are also able to choose what they wish to do (or not). In the boarders' questionnaire statistics, 53% reported activities as either good or very good. One parent and a small number of pupils reported that activities at weekends were limited. Concerns expressed by the families of international students for activities and arrangements during exeat weekends have been addressed by keeping some houses open. The Headmaster reported further investigation of arrangements for international students during the college holidays.

There are safeguards to internet access in place.

Evidence: Boarders' questionnaire responses, discussions with boarders, inspectors' observations, discussion with college staff

**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**

All college pupils, including boarders, have a range of opportunities to contribute their views to operations affecting the boarding provision. Formal opportunities include representation on the school council, food committee and weekly house meetings.

Senior pupils were able to cite examples of change effected by pupils' views, such as the new school uniform and the opening of 'The Griffin,' the pub on the campus for year 12 & 13 pupils.

Evidence: Inspector observation, pupil discussion, college documentation

**Standard 13 (13.1 - 13.7)**

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

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

The college appoints a small group of senior pupils as prefects with clearly identified responsibilities in college and the boarding houses.

The college is commended for its rigorous recruitment process, thorough induction and training, clear handbook, procedures and supervision arrangements. Prefects confirmed to inspectors their role in Child Protection, as detailed from their specific training.

There are safeguards in place regarding any significant sanctions given by prefects.

Evidence: Pupil discussions, college documentation, inspectors observations

**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**

The college has a tutorial system throughout the college and has identified a range of sources, both within the college and outside, where all pupils can take a personal or general welfare concern.

The person who is independent of the school, whom pupils can contact, has recently changed and she has been introduced to the whole college and her role explained.

The telephone numbers of sources of advice are displayed in the Pupil Handbook and near the pupil telephones.

The college is advised to undertake a Criminal Records Bureau check on the 'Independent Person'.

Evidence: Pupil Handbook, pupil discussion, interview discussion

## 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 college has an efficiently run Medical Centre ensuring that boarders receive proper first aid and health care.

The Medical Centre team have developed good working relationships with the local GP surgery just across the road, where a doctor is the college Medical Officer.

Arrangements for medicine administration take into account the age and reliability of boarders and are supported by suitable policy documentation.

As noted under Standard 7, the college has not had Pupil Health forms returned for some international students, which include parental consents. Inspectors advised the school nurse to extend the permission statement to include all points listed in Standard 15.14.

Evidence: Inspector observation, college documentation, School nurse interview

**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?**

4

The college ensures adequate supervision of boarders who are ill; they may stay at the medical centre or in their boarding house.

The college is commended for having 'house matrons' on duty during the day to supervise boarders in all of the houses, the school nurses visiting the boarding houses and the 24hour operation of the medical centre six days a week.

Evidence: Inspector observation, staff interviews

**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

Where pupils have health or personal problems they are appropriately supported and assisted at the college.

The medical centre staff provide or support regular monitoring of ongoing health problems and where necessary boarders have comprehensive written Health Care Plans.

The Special Education Needs department performs an excellent support role here: pupils with learning problems are carefully monitored and the appropriate professional services engaged.

Issues such as homesickness, bedwetting and personal stress are managed with sensitivity.

Evidence: Staff interviews, inspector observation, college records

**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?****4**

Wycliffe is a multicultural organisation with over 60% of the boarding community international pupils. The college has developed particular expertise in integrating international students especially through the roles of the Senior Master and the English for Speakers of Other Languages Department (ESOL)

The college has developed material for International students including a prospectus and a specialist Student Handbook and subject Dictionary.

Boarders' questionnaires indicate there may be instances of racial discrimination. However, inspectors did not discover any and some pupils firmly stated there is not any.

The inspectors concluded that the college was mindful of the potential for discrimination and equal opportunity concerns; and ensures that the cultural dynamics between pupils are monitored.

Inspectors noted that international groups are represented in the pupil hierarchy, sporting and Combined Cadet Force activities.

Evidence: Inspector observation, boarders' questionnaires, pupil and staff discussion

**Standard 19 (19.1 - 19.6)**

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

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

With the high number of international boarders, means of contact with parents and families is important. A new telephone system was installed during the summer holiday. The college acknowledges this had some teething problems at the beginning of the school year, which are reported to now be resolved.

Most pupils report that they have their own mobile telephones, as well as access to emails (with their own email addresses) either in house or on the campus.

The location of telephones in boarding houses and the availability of mobile phones generally enable boarders to make and receive calls in private.

Evidence: Pupil questionnaires, parent comments, inspector observation, pupil discussion

**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**

The college takes the protection of boarders' money and possessions seriously. Senior Management of the college are aware of outside intruders targeting pupils electrical equipment and are taking appropriate action. All bedrooms and dormitories have locks for which boarders are issued with keys; in addition, boarders have individual lockable provisions.

In general boarders open bank accounts and the college has no responsibility for holding and distributing money. Where house staff do have responsibility, this is held safely and recorded, although there was no consistent permanent recording system used. The college may wish to introduce a record in which the deposit and withdrawal of monies can be confirmed, to include the signature of the boarder and the balance of monies held.

Evidence: Pupil discussion, house staff interviews

**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**

The college has developed an effective system for introducing new boarders, which was commented on very favourably in a parent response.

The college provides written information for new boarders and their parents. International students usually arrive a week before the start of term for a programmed introduction, with some current senior international pupils involved. Other new boarders arrive shortly before the start of term and are matched with a 'buddy,' for advice and guidance during the first weeks of term.

Evidence: Pupil discussion, parent response, college documents

**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**

**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

Management systems at the college include the monitoring of records by the Senior Master and reporting to the Welfare Committee of Governors. Senior staff are called to account if trends or concentration of incidents are recorded.

Risk Assessments have been completed on all parts of the college premises and for activities.

Evidence: College documentation, staff interviews

**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

Whilst there was a significant level of dissatisfaction reported from questionnaires (95% said food only average, poor or very poor) and in discussion with boarders, the inspectors have found no evidence to support this claim during the visit.

There was a choice of three hot dishes, including one vegetarian and a well-stocked salad bar at both lunch and supper. Menus indicate variety and there was always fresh fruit available.

Inspectors were pleased that 'food concerns' are acknowledged by the college and systems are in place for regular comment and consultation.

Chinese students have been invited to the kitchen to give input regarding rice cooking, and this is to be repeated.

The dining room was a pleasant eating environment with meal times managed in an orderly manner.

Evidence: Boarders' questionnaire, pupil discussion, inspector observation

**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?**

4

Boarders are readily able to access facilities and materials for making themselves hot and cold drinks and snacks in their boarding houses. Drinks and snacks machines are also available on the college campus. A Coffee and snack Bar had recently opened in the Sports Complex, which is open during the day and is available to pupils during break and other free times.

The headmaster reports the recent installation of drinking water fountains in the classroom areas.

Evidence: Inspector observation, pupil and staff discussion, pre-inspection material



**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Termly fire drills, testing of the alarm system in all boarding houses and Fire Safety Risk Assessments for all college buildings protect pupils from the risk of fire.		
Evidence: Fire logs, house staff and pupil discussion		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Any onerous demands are as a result of individual pupil commitment and of their own making, e.g. trying to meet international standards in sport.		
Evidence: Inspector observation, pupil discussion		

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

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Comprehensive and detailed Risk Assessments are undertaken when any activities are planned with pupils. Leaders confirm: parental permission, relevant qualifications of instructors, appropriate supervision ratios, suitability of off-site accommodation. The Combined Cadet Force leader is particularly diligent in these matters.		
Evidence: College Risk Assessment documentation, staff interviews		

**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 provision of daily newspapers in the boarding houses, televisions and internet access offer boarders the opportunity to be kept informed of world events. Access to Stonehouse is permitted for all boarders at specified times, with appropriate levels of permission and supervision according to age and responsibility. Weekend visits to towns further away have similar suitable access criteria.

Evidence: Boarding house documentation, pupil and house staff discussion

## 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

All of the boarding houses were staffed by competent and committed members of the college staff. In the evenings, this consists of a single adult in each of the houses (two at Loosley Halls), which the college deems sufficient numbers for the age of the boarders accommodated. In practise there may be overlap between staff on duty in an evening and the resident assistant staff or housemaster who may also be available in the houses in the evenings. Whilst there were no rotas, pupils were aware of the normal staffing pattern and some houses had instigated notices to identify the assistant house staff on duty each evening.

House Matrons are on duty in all the houses throughout the day for 6 days per week.

Evidence: Inspector observation, boarding house and pupil discussion, college staff handbook

<b>Standard 32 (32.1 - 32.5)</b> <b>Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The college has a clear process for planning organised activities off the school site. Required staffing ratios are known and adhered to. Duty and house staff are issued with mobile telephones to facilitate emergency contact when necessary. Proper safety measures are adhered to for transporting pupils.</p> <p>Evidence: College documentation, staff and pupil interviews</p>		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is at least one member of staff resident in all boarding houses at night, who is accessible by boarders in an emergency. Boarder registers are held in each house at night.</p> <p>Evidence: Inspector observation, house staff and pupil discussion, house staff handbook</p>		

<b>Standard 34 (34.1 - 34.7)</b> <b>All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Almost all academic staff at the college undertake some duties in the boarding houses, which is set out in their Contract of Employment. House matrons have job descriptions that properly reflect their duties. Induction and training is arranged to suit the needs of the individual. The college reported that formal appraisal is undertaken bi-annually. College staff, at all levels, with boarding duties receive continuing training and updating. See also comments under Standard 8</p> <p>Evidence: Boarding staff discussion</p>		

<b>Standard 35 (35.1 - 35.4)</b> <b>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>The college has comprehensive written documentation for boarding house staff, which is reviewed, updated and brought to people's attention. Documentation was available in all of the boarding houses and members of house staff were familiar with its contents.</p> <p>Evidence: Boarding house documentation, house staff discussion</p>		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Relationships between boarders and staff appeared generally good: inspectors observed positive interactions and gained the impression that relationships were based on mutual respect. Whilst inevitably there were some critical comments, particularly from older boarders seeking greater freedom they are balanced by an acknowledgement of the care and time given by staff.</p> <p>Comments and documentation indicate that where mediation is necessary outcomes are favourable.</p> <p>Evidence: Boarders' questionnaire statistics, pupil discussions, inspector observations</p>		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Staff supervision in the boarding houses is undertaken in a non-oppressive way with due regard to the age of pupils accommodated. There were no reports of inappropriate staff presence in bathroom and toilet areas or failures to respect privacy when boarders are dressing or changing.</p> <p>Evidence: Boarders' questionnaire statistics, inspector observation, house staff discussion, pupil discussion</p>		

<b>Standard 38 (38.1 - 38.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The college has a thorough process for recruiting academic staff and records examined included all elements of 38.2, with the exception of direct contact with referees and evidence of contact with previous employers, which had already been identified by the Headmasters Personal Assistant as a shortcoming. Recruitment files held in the Bursary for other staff were less comprehensive and the inspectors found elements missing from most records seen. Whilst the inspectors acknowledge that the college is recruiting a large number of ancillary staff, there must be greater emphasis on ensuring improved documentation of recruitment of such staff to meet this standard.</p> <p>The inspectors will pass to the CSCI directors comments and concerns in relation to securing CRB checks on ancillary staff in a timely way.</p> <p>Evidence: Personnel records</p>		

**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**

Whilst ancillary staff do commence employment at the college prior to their having received a satisfactory Criminal Records Bureau (CRB) check, it was indicated that proper supervision is arranged. Regularly used contractors for maintenance work may also be subject to CRB checks. The college has balanced the risks associated with this situation against the need for maintenance and domestic tasks to be undertaken.

Peripatetic music staff have had CRB checks and received training from the Child Protection Officer.

The Bursar's Personal Assistant indicated that taxi drivers would not be used for transporting pupils until CRB clearance has been received. Boarders are advised to only use taxi drivers who have been approved by the school and a list of these is displayed in each boarding house.

Evidence: Interviews with ancillary staff, Bursar, Bursar's PA, Personnel records

## 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

Overall the accommodation for boarders is satisfactory, with some accommodation exceeding standards. However, there is significant variation in standard between the houses. Heating and ventilation in a few rooms used by boarders appears unsatisfactory. It is hoped that the planned maintenance programme will address some of these issues. The delays with minor domestic maintenance have been a source of frustration to boarding and ancillary staff and the maintenance team. Where there have been Health & Safety concerns repairs are promptly dealt with.

The completion of the high quality facilities of the Advanced Learning Centre, Sports facility and administration/reception area has almost inevitably lead to comparisons with the standards in the boarding accommodation, some unfavourable.

Evidence: Inspector observation, boarders' questionnaire, house staff interviews

### 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

The college is taking seriously the security of the site and inspectors were pleased to note that additional security lighting and cameras are planned.

Measures implemented to increase the campus security include: additional fencing and gates (some locked at night), CCTV cameras, security guards, staff and visitor identity badges, digital locks on external doors to boarding houses and security reminders to staff and pupils.

Evidence: Inspector observation, interviews with ancillary staff and bursar, house staff and pupil discussions

**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 college provides boarders with satisfactory boarding accommodation. There is appropriate separation between gender, age groups and adult accommodation. As noted under Standard 40, there are variations between the boarding houses. Dormitories are used by the younger boarders (aged 13 – 15) moving to single rooms or rooms shared with one other for older boarders. Beds and cabin beds are sound and in good condition, although bed sizes are not sufficient for some taller boarders. Tours of the accommodation by inspectors resulted in some concerns about the suitability of some posters on display. Inspectors acknowledge the need to balance the right to personalise areas with decency, however periodic monitoring is recommended in all houses with continuous debate within the PSHE programme.

Evidence: Inspector observation, boarders' questionnaires, pupil discussions

**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

All boarders have desk areas within their dormitories or rooms; in addition they may use facilities such as the library when studying.

A parent commented that supplementary lighting was needed for studying at the desks under the cabin style beds, and that the need to provide a lamp could usefully be included on the requirements list for new boarders.

Evidence: Pupil discussion, inspector observation, parent comments

**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

All the boarding houses have sufficient toilet and washing facilities. 60% of boarders reporting in the questionnaires said that the privacy in bathrooms was either good or very good, and 70% reporting that the privacy in toilets is either good or very good. Whilst inspectors have not checked the workings of all showers around the boarding accommodation, there was some consistency of comments from students and staff that the quality of washing facilities is variable, with particular problems reported in the reliability and operation of showers in the older houses. As under Standard 40, we hope that these maintenance issues can now be given some priority.



Evidence: Inspector observation, boarders' questionnaire statistics, pupil and house staff discussions

**Standard 45 (45.1 - 45.3)**

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

**Key Findings and Evidence**

**Standard met?**

3

Boarders are able to use the boarding house facilities for changing for sports activities. The changing facilities at the new Sports complex were not inspected.

Evidence: Inspector tours, pupil discussions

**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

Within each boarding house and around the campus there is a range of safe recreation areas. These include: common rooms offering separation of age groups, snooker and table tennis rooms in the boys houses and some access to the sports hall and sport and recreation areas on campus.

Written guidance is provided for boarding staff in relation to their Professional Conduct.

Evidence: Inspector observation, pupil discussion, college policies

**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

There is a culture of Risk Assessment throughout the college, with detailed documentation in place, thus ensuring the safety of both pupils and staff.

Evidence: Discussion with key staff, college health & safety documentation

**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

The school's medical centre has two separate rooms upstairs for the care of boarders who are ill. One room has two beds, the other has three and although they have been decorated differently either can be used for boys or girls as required. On the same floor are separate toilet and bathroom facilities, so if need be a toilet could be isolated for a particular boarder's use. Ill boarders are given a bell to ring for assistance should they need it. Boarders who are ill can also be cared for within their boarding house, if the school nurse agrees that this is appropriate with the house matron on duty during the day.

Evidence: Interview with school nurse, tour of medical centre, interview with house matrons,

tour of boarding houses

**Standard 49 (49.1 - 49.3)**

**Adequate laundry provision is made for boarders' clothing and bedding.**

**Key Findings and Evidence**

**Standard met?**

**3**

The college makes adequate arrangements for the laundering of bedding and clothing. House matrons have a key role in this and were seen to be acknowledged by boarders for this service. Laundry facilities are located in all houses and boarders (particularly Year 12 & 13 pupils) are encouraged to take responsibility for washing their casual clothing in preparation for independence.

Evidence: Inspector tours, pupil and house staff discussion

**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**

Purchases of personal items and stationary can be made from local shops. As noted under Standard 30, boarders are able to visit Stonehouse within set times and safety guidelines. Comments from some boarders indicated that access to some basic stationary supplies on site was desirable.

Evidence: Inspectors' observation, pupil discussion, boarding handbook

**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?**

**2**

One point of welfare advice from the previous inspection was that the school introduce a written policy and procedure for use of lodgings by the school to accommodate pupils. This has been done. Two of the inspectors heard that one boarder referred to his lodgings as his "home" and read other boarders' very positive comments about their lodgings - made in a comments book at the home. The school, however, could go further towards achieving the intended outcome of this standard – the welfare of boarders placed in lodgings is safeguarded and promoted – by:

- Carrying out enhanced CRB checks and taking up references on adult members of the host family (and in the case of one host family, checking any adults lodging with them at the same time as boarders). This would update the checks the school currently has on host adults
- Retaining evidence that the host adults have got both a satisfactory written agreement with the school and received satisfactory written guidance
- Having a discussion each term with each boarder in lodgings, recording their assessment and taking action on any concerns or complaints
- Conducting an annual visit to the lodgings, recording their continued suitability and action on any identified concerns

Evidence: Interview with overseas coordinator, visits to two lodgings (for tour of accommodation and discussion with lodgings host), inspection of host adults' personnel files

**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 documentary information available indicates that the welfare of boarders is safeguarded whilst at off site accommodation arranged by the college.  
See also comments under Standards 29,32 & 47

Evidence: Health & Safety Documentation, key staff interviews

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

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**Signature**

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**Date**

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**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 9<sup>th</sup> – 12<sup>th</sup> November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

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

NO

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by 24<sup>th</sup> December 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

### D.3 HEAD'S AGREEMENT

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

**D.3.1 I Dr R A Collins of Wycliffe College confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

**D.3.2 I Dr R A Collins of Wycliffe College am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

--

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

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

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