



Champions for
Social Care
Improvement

inspection report

Boarding School

Dulwich College

College Road

London

SE21 7LD

23rd & 24th March 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

Dulwich College

Address

College Road, London, SE21 7LD

Tel No:

020 8693 3601

Fax No:

020 8693 6319

Email Address

the.registrar@dulwich.org.uk

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

The Governors of Dulwich College

Name of Head

Mr Graham Able

NCSC Classification

Boarding School

Type of school

Independent Day and
Boarding School

Date of last boarding welfare inspection

22 nd & 23 rd November 2001

Date of Inspection Visit		23rd March 2004	ID Code
Time of Inspection Visit		12:00 pm	
Name of NCSC Inspector	1	Ms Alison Pritchard	098799
Name of NCSC Inspector	2	Ms Eileen Hourigan	
Name of Boarding Sector Specialist Inspector (if applicable):		None	
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.		None	
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 Simon Northcote-Green – Deputy Master (Pastoral)	

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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 (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 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 Dulwich 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.

Dulwich College is an independent day and boarding school for approximately 1400 boys. Of these 120 boys between the ages of 11 and 17 years are boarders at the school. There are three boarding houses, all close to the main College campus. Each house has a housemaster who is resident with his family. They are supported by a team of House Tutors, some of whom also live on the campus.

Younger boys (aged up to sixteen) live in Orchard House, sharing study-bedrooms. Boys in the Upper School live in Blew House and Ivyholme where each boy has his own room with en-suite facilities.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Inspectors received positive feedback from boarders about their experiences of living at the boarding houses. They felt that any rules were fair and that staff were available and interested in their welfare. The boarders also spoke positively about the range of activities they are able to get involved in. The accommodation is of a high standard, particularly for those boys who live in Blew and Ivyholme where they benefit from single en-suite study bedrooms. There are effective arrangements for providing health care for boarders.

The Inspectors met with a number of staff who displayed a genuine interest and commitment to providing a good service to the boarders. There was evidence that staff are well supported and appropriately monitored.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The information provided to parents and boarders is comprehensive but is not all drawn together in one document. The College may wish to consider producing a handbook for boarders, parents and boarding staff which includes all of the policies and procedures relevant to the boarding provision.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

There was evidence that boarders enjoy the experience of boarding at the College and benefit from the social and academic opportunities available to them. Warm relationships were observed between staff and boarders and feedback from parents was positive. The current staff group are knowledgeable and experienced in working with young people. The day-to-day care of the boarders is satisfactory and the aim of the school is to promote and encourage young people's confidence and self esteem. Staff ensure that boarders have opportunities to share their views both formally and informally.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

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	

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.	BS1	It is recommended that the school produce a handbook for boarders, parents and boarding staff which includes all of the policies and procedures relevant to the boarding provision.

*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

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
	YES
	YES
	YES
	NO
	YES
	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	NO

Date of Inspection	23/03/04
Time of Inspection	12.00
Duration of Inspection (hrs.)	24
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

**FRO
M**

11

TO

17

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

Boys	117
Girls	0
Total	117
Number of separate Boarding Houses	3

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?"

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- 3 - Standard Met (No Shortfalls)
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"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
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There is a document available which describes the aims of boarding at Dulwich College. The document was last reviewed in September 2002. Boarding staff are made aware of the statement through a staff handbook and it forms part of the induction programme. Boarders have access to the statement through the leaflet issued by each boarding house and parents of prospective boarders are provided with the document on request at interview. Parents of current boarders may request a copy of the document. The College may wish to consider producing a comprehensive handbook of all of the policies and procedures which are relevant to the boarding provision which can be issued routinely to boarders, parents and staff.

Standard 2 (2.1 – 2.6)		
The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	3
<p>The College has an anti-bullying policy which is included in a document called 'notes for teachers'. The policy states the importance of vigilance, listening to the boy's account of the experience and taking action to ensure that the matter is dealt with. Handbooks issued by each boarding house stress that bullying will be dealt with seriously. Boarders are issued with a leaflet called 'Dulwich College: The Children Act' which details the action boys should take in the event of being bullied and suggests a number of people they may approach for assistance.</p> <p>The majority of boarders stated on questionnaires that they are never or hardly ever bullied. Those who said that they are sometimes bullied referred to occasional verbal taunting, and these responses came from younger boys. In discussion groups boarders stated that bullying was very rare. Discussion with boarding staff showed that they were aware of incidents of bullying and had taken action to protect the boys concerned and to prevent their recurrence.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	97	%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

3

The Deputy Master (Pastoral) acts as the link with the local Child Protection authorities and has overall responsibility within the College for child protection issues. A child protection policy is in place which details the action that staff should take in the event of such concerns. Staff demonstrated an awareness of the College's child protection policy and a commitment to ensuring that children's welfare is protected. Staff have undertaken training in child protection matters. The Master has stated that training would be made available to any new boarding staff.

Boys are given advice on how to maintain their safety when travelling in the community. The leaflets issued to each boarder about their house include details of helpline numbers that they may call and these are displayed within the boarding houses.

The College employs a counsellor who is available for private consultation. Boys can arrange to see the counsellor through a variety of means. They can refer themselves or a teacher or friend may make the referral. The counsellor said that parents have sometimes made referrals on behalf of their children. The counsellor's role is well publicised and the service she provides is flexible. Visits can be made to the Counsellor outside of school hours, for one evening up to 5pm and from 8.15am on some mornings. There is a written information pack about the counselling service. The Counsellor is aiming to produce a postcard size leaflet with a photograph.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

The policy on discipline clearly states the range of punishments which are permissible within the College. The majority of boarders in their questionnaire responses stated that on the whole punishments are given out fairly. One boy stated that *'there are almost no punishments'*.

The range of punishments described included reprimands, early bed-time and extra chores for minor misdemeanours. More serious incidents would be considered by the Deputy Master (Pastoral) and referred to the Master as necessary. The school has a policy statement on the use of 'reasonable force'. The policy makes it clear that such an action would only be acceptable to prevent injury or significant damage to property and clarifies the reporting and recording procedures which would be followed. There has been no such use of reasonable force within the boarding provision.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>There is a clear complaints procedure which is detailed in a pamphlet and made available to staff, boarders and parents. The procedure identifies the means by which complaints can be raised with the College. No complaints have been received by the College or the National Care Standards Commission (now Commission for Social Care Inspection) about boarding provision. Contact details for the NCSC (now CSCI) are made available.</p> <p>All of the boarders to whom Inspectors and spoke, and the majority of those who completed questionnaires, could identify someone to whom they could talk if they had concerns or worries.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The College covers issues to do with substance misuse as part of the Personal, Social and Health Education Programme. Staff are issued with guidance on how to deal with situations involving substance misuse by boys. The policy ensures that any such incident is reported to senior staff for investigation and follow up. Parents are informed of such incidents which could result in the expulsion of the pupil involved. Staff demonstrated an awareness of these policies and a commitment to following the policy in practice.</p> <p>The boarding house handbooks make it clear that alcohol, cigarettes and illicit drugs are not permitted in the boarding houses or elsewhere on the school premises.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Parents are requested to pass on all information which would be relevant to health and welfare matters. The House Masters and the Medical Centre maintain relevant records. The records include information about allergies and medical conditions and contain information on contact details for parents and other emergency contacts. The records are kept with due regard for confidentiality.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

The House Masters are in charge of all day to day matters within each boarding house and there is a clear line of responsibility to the Deputy Master (Pastoral) who makes a regular report to the governing body so that they can monitor the welfare provision for boarders.

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 critical incident management procedure in place which clarifies the action to take in the event of a serious incident. The procedure takes into account the practical steps necessary in such an event and also gives priority to ensuring that assistance would be available to assist pupils to deal with the emotional impact that a serious incident may have. The policy gives useful information on the effects that trauma may have on anyone involved in such an incident.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence

Standard met?

3

All of the boarders are boys. The allocation of beds in the Orchard boarding house takes into account the ages of boarders and friendship groups. The rooms for older boys in Blew House and Ivyholme are all single rooms with en-suite facilities.

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
There is a wide variety of activities available for boarders to use in their free time. There is an impressive range of sporting facilities, including two all-weather AstroTurf pitches, a fully equipped sports hall, an athletics track, an indoor swimming pool and sixty acres of playing fields. Within the boarding houses the leisure facilities include pool tables, music equipment, television, video and DVD players, computers games and books. Outings are arranged at weekends for boarders, these have included trips to the cinema, to museums and paint balling. There is a College Scout group which boys may apply to join. Birthdays are celebrated within the houses as are other significant events such as Chinese New Year. Boarders who completed questionnaires all stated that there were a sufficient number of activities provided that they enjoyed.		

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
Boarders have the opportunity to contribute their views to the way in which boarding houses are managed through daily house meetings and informal consultation. Examples given of changes made as a result of consultation included the provision of more fruit, arranging Chinese New Year celebrations, and an Indian night.		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
Each boarding house has a House Captain and a Vice Captain. There were indications that the post holders carry their duties responsibly and are supported by the House Masters.		

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 identifies a range of people who boarders may approach if they have personal problems or concerns. These include people both within and outside of the school and boarding house, and people of both genders. The people identified as contacts have been subject to Criminal Records Bureau checks. Boarders are made aware of the people they may contact and how to do so.		

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

Arrangements have been made for boarding staff to undertake First Aid training. Medical Centre Nursing Staff are available through the day and on call at night time. All of the nursing staff hold a current nursing registration. All boarders are registered with the College Doctor who holds a surgery each weekday at the College Medical Centre. On call medical support is available outside of surgery hours. Boarders may attend for consultation without prior appointment. Parents and Guardians are kept informed of any illnesses. The Medical Centre staff ensure that boarders' dental, audiology and optical needs are attended to and will arrange any necessary hospital appointments. There are safe systems in place for the administration and storage of medication.

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
The boarders are able to summon assistance easily from boarding staff if they are taken ill at night time, and if necessary additional assistance is sought from Medical Centre staff. The Medical Centre provides 24 hour nursing care during term time. A resident sister, three nurses and a Counsellor staff the medical centre. Boarders who are unwell and unable to attend school are cared for in the Medical Centre by the nursing staff.		

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
There are systems in place for relevant staff to be informed of significant health and personal problems and for appropriate assistance to be provided. None of the current boarders have significant health problems and none have special educational needs. The Inspectors were informed of circumstances in which boarders had been supported with homesickness and other emotional problems. The College Counsellor is available to assist boarders with personal problems. Boarders may approach her independently without having to go through a member of staff.		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>The boarding community is made up of boys from a wide range of cultural and racial backgrounds. Many boarders, in their responses to questionnaires, highlighted this as a positive feature of boarding life at the College. Documents for boarders emphasise that victimisation on these grounds is unacceptable. The Code of Conduct of the College highlights the need for respect for others. The College's bullying policy highlights that discrimination of this sort is experienced as bullying, will not be tolerated and must be subject to vigilance by staff.</p> <p>Interfaith services are held in the school twice a year and boarders are able to attend places of worship independently. The Deputy Master (Pastoral) stated that boarders are provided with information about the places of worship in the local area and may attend meetings of religious societies within the school. English as a second language classes are provided by the College.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
Boys are able to contact their parents and families privately by e-mail, telephone and mail. Fax facilities are also available. Many of the boarders have a mobile telephone which they may use for contact with families. There is a card and coin telephone available for use in The Orchard as well as several on the school campus. A telephone in Blew and Ivyholme is being replaced after representations after it had previously been removed. If staff have concerns about a boarder they will contact their parents to discuss the matter. Helpline numbers are displayed within the boarding houses and in written information provided for boarders.		

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
Parents are advised to take out insurance cover for boys' valuables. Boarders at Blew and Ivyholme are expected to do lock their rooms when they leave them. Secure boxes which are equipped with a padlock and chain are available for boys to rent for extra security. Boarders at The Orchard may have pocket money and cash for school trips given out by the Housemaster and then billed to parents. Safe facilities are available for pocket money to be stored by boarding house staff. Older boys are encouraged to open an account at a local bank.		

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
Boarding staff demonstrated awareness of the issue of homesickness, particularly when boarders are new. Parents' responses commented positively on the way in which the boarding house staff had assisted their sons to settle into boarding house life and boarders confirmed this. Boarders are provided with written information about the house routines and rules.		

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
The Deputy Master (Pastoral) informed the Inspectors that the College does not arrange Guardians for any pupils, so this standard does not apply.		

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
Each half term the Deputy Master (Pastoral) reviews the records maintained within the boarding house and signs to verify that this monitoring has been carried out. There was information to confirm that risk assessments have been appropriately conducted.		

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
The Inspectors had the opportunity to sample lunchtime meals and an evening meal in the dining room. They found that there is a range of food provided, in adequate quantities and choice is available. Comments made by boarders about the food provided were mixed, with some expressing satisfaction and others stating that the food was of an average or below average standard. Staff were aware of some boarders' dissatisfaction with the food and continue to try to address the issue. A Catering Committee is in place which includes in its membership representatives of all of the boarding houses. Provision is made for boys who have special dietary, medical or religious needs. Staff described the breakfast provided as 'superb' and there were also positive comments from boarders about this meal. The Inspectors were satisfied that the boarders are provided with a varied and nutritious diet.		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
Boarders are able to access drinking water from the kitchens in their houses. Snacks are provided in the evenings and boys may make snacks in between these times. Bread and other snacks are available in the kitchens for this purpose. Small amounts of food, sweets, biscuits etc. may be stored in bedrooms in containers. Bottles of drink can also be stored in the refrigerators in the boarding houses.		

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?	3
There are comprehensive fire risk assessments in place for the boarding houses. There has been regular contact with the London Fire and Emergency Planning Authority and action has been taken to ensure that their recommendations are met.		

Standard 27 (27.1 - 27.3)

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence**Standard met?**

3

Boarders have a reasonable amount of free time each day, in addition to time allocated for 'prep'. Boarding staff demonstrated awareness of the pressures that boys may be under, particularly at examination time. Boarders spoke positively of the support that boarding staff have given them with homework and other issues.

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

As the boarding house is not used for young people other than those who are school pupils this standard does not apply.

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

There is a risk assessment system in place and examples of such assessments undertaken in relation to games were provided as part of the pre-Inspection information. The Deputy Master (Pastoral) confirmed that very high-risk activities are not undertaken by the school.

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

Key Findings and Evidence**Standard met?**

3

Boarders have access to daily newspapers and televisions and radios are available in the boarding accommodation. The boarders may use the internet which has appropriate protective systems in place. Access to the local area is allowed in accordance with the ages of the boarders.

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

Observation during the Inspection and discussions with staff and boarders confirmed that there is an adequate number of staff available for the number of boys and their ages. At night time there are always three people sleeping in each boarding house.

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 systems in place to ensure that the House Parents are aware of boarders' whereabouts at all times. The boarders are always under the supervision of a member of staff if they are at an after-school activity and House Parents are informed of their attendance. The staff to pupil ratio on school trips is in keeping with DfES guidance. If boarders are to visit people away from the school site at weekends there are safe systems in place to ensure the welfare of the boys.

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
At night time there are three members of staff resident in each boarding house and boarders are aware of how to contact them when necessary.		

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
Boarding staff confirmed that they have job descriptions which include boarding duties. Staff receive induction to their role and are able to discuss issues of concern with the House Masters and the Deputy Master (Pastoral) . Boarding duties form part of the staff member's appraisal. Boarding staff attended a recent conference on boarding issues held at the College.		

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
Staff are issued with handbooks which include policies which relate to the boarding provision. The induction programme includes input on the College statement of boarding principles and practice.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Observation of interaction between boarders and boarding staff indicated that there are appropriate relationships between them. This was also confirmed by feedback from boarders themselves both during the Inspection and from questionnaires completed by boarders.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Boarders in The Orchard confirmed that the bathrooms and toilets are sufficiently private. Boarders in Blew and Ivyholme have en-suite facilities. There were no indications during the Inspection that boarders' privacy is unnecessarily compromised.		

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

Members of the secretarial staff have responsibility for ensuring that the recruitment process is followed and includes the necessary checks. A member of staff who undertakes checks on ancillary staff stated that she is introducing a check list system for the files to ensure that the system can be clearly checked. Three files of support staff were checked. It was found that the file of a member of staff appointed in late 2003 had evidence of a CRB check included. Other staff who began work prior to April 2002 had evidence of the checks applicable at the time being undertaken.

Three files of boarding house tutors were checked and the appropriate checks (undertaken through the HMC and DfE) were in place.

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

Criminal Records checks are taken up prior to the appointment of all members of staff. Checks of the recruitment files, as detailed above, confirmed that this is the case.

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

There has been a substantial programme of refurbishment at The Orchard and this has improved the facilities available to the boarders there. The house was appropriately lit, heated and ventilated. This house would be unsuitable for boarders with mobility problems as there are steps within the building.

The boarding houses for older boys have facilities of a very high standard and a lift is available as well as some accessible bedrooms. There has been an on-going problem in relation to the heating on the upper floors of these houses which continues to be addressed.

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 boarding houses are kept appropriately secure. The accommodation is for the exclusive use by boarders and visitors would have to be agreed by the House Masters. There are adequate security measures in place to ensure that members of the public cannot access the house. Security lighting and CCTV is in place in the grounds and in the entrance lobbies of Ivyholme and Blew boarding houses. There are restrictors in place on windows above the ground floor and security locks in place.

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 in Blew and Ivyholme are of a very high standard and many of the boarders from these houses mentioned the quality of the accommodation in the questionnaires returned. In The Orchard a programme of refurbishment has improved the facilities available. The dormitories are adequately furnished and of an appropriate size. There is appropriate separation between the boarders' sleeping areas and those for resident adults and family members. The beds are of an adequate size and mattresses are of reasonable depth and in good condition. Bunk beds are not used in the house. All of the boarders have adequate storage space for their clothes and personal items. Boarders are able to personalise the areas around their beds with suitable posters and personal items. All of the dormitories have a window and there is suitable floor covering.		

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 of the boys in Ivyholme and Blew Houses have private study areas in their single bedrooms. Boys who share rooms at The Orchard have an allocated study space within the rooms.		

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 of the boys in Ivyholme and Blew Houses have en-suite showers and toilets. In The Orchard there is an adequate number of toilet, showers and wash basins available for the boarders. The toilets are distributed throughout the house, close to boarding and recreational areas. Locks were all seen to be in working order.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	0
Changing facilities used during the day for sports are located on the main school site and were not subject to Inspection.		

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 Inspectors were shown around the houses and the grounds by boarders who expressed satisfaction with the facilities available. There are substantial grounds close to the boarding house which are used for recreation in the boarders' free time. Within the houses the boarders have access to televisions, music facilities, pool tables, books and computer games. The facilities are safe and subject to necessary risk assessment.		

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
The recreation facilities are safe and subject to necessary risk assessment.		

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?	4
The Medical Centre has the facility to comfortably accommodate up to four pupils and this can be 'staffed' 24 hrs a day, should the need arise. The accommodation is of a very high standard and has suitable toilet and washing facilities. Equipment is available for boarders' use when they are unwell for example games, music and a television.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
All of the boarding houses have well equipped laundry facilities. Comments made by boarders and parents about the laundry service at The Orchard were that sometimes clothes are mislaid despite labelling. The House Master is aware of this problem and continues to make efforts to address it.		

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
Items of clothing and stationery are available from the College Commissariat. Boarders would be able to purchase items from the local area and a House Master informed the Inspectors that occasional trips to shopping centres are arranged.		

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?	0
Some temporary lodgings have been arranged for boarders during holidays. The Deputy Master (Pastoral) carries out an assessment of the premises and he confirmed to the Inspectors that that checks had been carried out by the Criminal Records Bureau. The hosts and boarders are issued with guidelines by the College. The College should provide information on how the boarders are monitored during the stay.		

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?	0
The College uses a field centre near Brecon in Wales which boarders will use on field trips. The College should confirm that the accommodation is subject to assessment to ensure that it is satisfactory for the purpose.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor None **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 <enter date(s) of inspection here> 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
- Comments were received from the Head
- Head's comments/factual amendments were incorporated into the final inspection report
- Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

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

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

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

- Action plan was required YES
- Action plan was received at the point of publication
- Action plan covers all the recommended actions in a timely fashion
- Action plan did not cover all the recommended actions and required further discussion
- Head has declined to provide an action plan
- Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

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

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I _____ of _____ 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.