



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Adams Grammar School

**High Street
Newport
Shrophire
TF10 7BD**

Lead Inspector
Jackie Callaghan

Key Announced Inspection
6th November 2006 09:00

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

SCHOOL INFORMATION

Name of school Adams Grammar School

Address High Street
Newport
Shrophire
TF10 7BD

Telephone number 01952 810698

Fax number 01952 812696

Email address janet.mills@adamsgs.org.uk

Provider Web address

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

Name of Head Mr Jim Richardson

Name of Head of Care

**Age range of boarding
pupils** 11 - 18

**Date of last welfare
inspection**

Brief Description of the School:

Adams' Grammar School is a Voluntary Aided, selective, day and boarding boys' Grammar School, which admits girls to the sixth form on a day basis. The school is a Haberdashers' Company School with both Technology and Modern Language College Status.

Adams' is a state school and all tuition is free. Boarders pay only the costs of boarding, making boarding at Adams' Grammar School around a half to a third of the cost of an independent boarding school. The costs of boarding range from £7,317 per year for full boarding. If you have other brothers residing at school then the cost is reduced to £6,951.15 per year. Day boarding where young people can stay on at school until 7.30 pm costs £1,962.00 per year. There is also the option of daily boarding, which costs £28.00 per night.

At the time of the inspection there were 91 young people boarding. The main school campus is located in the town centre of Newport, Shropshire. There are two boarding facilities. Longford Hall that caters for Junior boys is a beautiful Georgian mansion set in 125 acres of sports fields and woodland incorporating a well-stocked fishing pool. Longford Hall is approximately 1 mile from the main school site. There are between 2 and 6 boys in each dormitory. The Senior Boarders live in eighteenth century town houses on the main school site. These houses were previously family homes so there are no large dormitories.

Adams' Grammar is celebrating their 350th Anniversary this year and the school have held many events to celebrate this great achievement.

SUMMARY

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

Three inspectors went to the School on Monday 6th November the School knew that they were going to visit. The inspectors stayed at the School for three days and were able to spend time talking to the young people that board at Adams Grammar School.

The inspectors also:

- Spoke to the Headmaster, Housemasters and some staff
- Looked at some files
- Watched how the young people and staff got along together

To help the inspector to write the report the Headmaster, Mr Richardson sent the inspector information about the School. The inspector also used other information, which she already knew about the School.

What the school does well:

These are some of the good things that the inspectors saw and the young people and staff told them about.

What the young people said

- "The atmosphere is really good, you're with your friends and privacy is respected".
- "I can spend time in my dorm if I want to, but then I'd miss out on what's going on. So I only spend time in the dorm when my friends are in there too".
- "We can use the school phone, but most of us have mobiles anyway".
- "I'm a full time boarder and choose not to go home most weekends, but I can talk to my parents whenever I like".
- "We have internet access and can send emails to family"
- **This told the inspectors that the young people are supported to maintain contact with their families and that staff respect their privacy.**
- When asked about punishments these are some of things that the children and young people said "quite often you have to sit quietly with a book and read".

- "Punishments are fair and they always fit the crime".
- "The status system really works you want to be on advanced status because you get more privileges. I'm on advanced status and im not going to jeopardise that with silly behaviour".
- **These comments showed that staff only used punishments when it was really necessary.**

What staff told the inspectors

- "Its important that we recognise the difference between young people but we don't extenuate the difference".
- "We take young people from different countries which makes it easy to recognise that they need different support, help and guidance, like extra English lessons. However, the real test is supporting a boy who comes from somewhere like London. Living in London is different from living in Shropshire and these boys need just as much support and help to settle into life at Adams".
- **This told the inspectors that Adams' Grammar feel that it is important to recognise that all young people are not the same and need help and support in different ways.**

What the inspectors saw

- There were locks on all the toilet doors and all the showers either had curtains or a cubicle door.
- Young people were relaxing in their bedrooms on an evening when the inspectors visited their dormitories.
- The bedroom walls were full of posters or interesting articles.
- Young people were freely talking to staff and those that needed help were openly asking for staff to assist them.
- Young people were running around the Quad at Longford Hall. They were cheering, clapping and encouraging their friends over the finish line. It was a really good atmosphere and full of team spirit.

What has improved since the last inspection?

- A central Log is now maintained of all complaints and the procedure contains details on how to contact the Commission for Social Care Inspection.
- There have been some improvements to the senior boarding house. Showers and washbasins in Picken have been refurbished and liquid soap and drying facilities are now available in all bathrooms and toilets.
- All of the important information is now on staff files. There are some things that are useful to know about staff. For example, all of the places they have worked in the past and if there is anything that would mean they should not be supporting young people. These help the people in charge know that they are the right person for the job they are doing.
- There is now a written protocol and guidelines on the use of Non Prescribed medication (Homely Remedies).
- The School reviewed the laundry provision and gave the staff that work there more hours. This has enabled them to launder all the clothes that go through the laundry and to get them back to the young people quicker.

What they could do better:

- It is acknowledged that considerable developments have taken place within both boarding environments to improve and maintain the surroundings. However, it is still felt that the school have yet to fully achieve a desirable outcome for the senior boarding house. In places it was still considerably 'tatty' and 'worn' and as a result this could undermine the good standard of care that takes place there. The School need to completely redecorate and repair all areas to bring it up to an acceptable level.

The inspectors would like to thank all of the students for their help, support and involvement with this inspection. The inspectors were very impressed by all of the young people.

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

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

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Being Healthy

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is **excellent**.

This judgement has been made using available evidence including a visit to this service. Boarders' health is promoted and relevant health and welfare needs of individual pupils are supported with access to medical, dental and optical services. Key members of boarding staff maintain their first aid qualification to ensure competent designated staff are available to administer first aid and minor illness treatment. Boarders receive meals that are nutritious and good in both quantity and quality

EVIDENCE:

Guidance on health matters was considered to continue to exceed minimum standards. The School has a proactive approach to the promotion of Boarders' health. The subject of health support is included in the whole Schools policies handbook. The School has an excellent PSHE curriculum; subject matter is also included in other syllabi where relevant. The Matrons have attended courses in health promotion; and there was a number of health promotion leaflets seen throughout the School and Boarding Houses on relevant subject matter. The School has forged strong links with a local Medical practice, where boarders have access to drop in surgeries for young people.

Confidential Health Records are available for each boarder, held securely at the school. These records are maintained by the Matrons, which contain details of known drug reactions, allergies and medical conditions in respect of each child. Parental contact details are kept within this system in the Medical Room. The Head Matron and her staff were seen to be aware and well informed about the health and welfare needs of the boarder. The Matron's work to a high code of conduct and follow stringent regulations regarding confidentiality. All documentation is stored appropriately and within the medical ethics and guidelines. There was evidence of close liaison between all staff, designed to ensure that relevant information is given to those who 'need to know' it.

All boarders are registered with the local GP practice in Newport. At the admission stage to the School each boarder has a medical. The school will make arrangements for dental and optical input if parental requests have been made for this service. A surgery is held weekly at the School, but if a boarder needs to see the Doctor or Nurse then one of the Matrons arranges this. It was reported that boarders over the age of 16 may choose whether they are accompanied to consultations and the local GP Practice have both male and female doctors.

All of the Matrons have completed first aid. The accident record book was examined and all accidents were recorded appropriately.

Prescribed medication is only given to the relevant boarder and this medication is kept within locked cabinets within each Matrons office in School and at the boarding houses. The school use individual Medicine Administration Record (MAR) Charts to record all medications that have been administered. The School have developed a written protocol and guidelines on the use of Non Prescribed Medicines (Homely Remedies). Written parental permission for the administration of first aid, appropriate medication and medical treatment was seen on all young people's files inspected.

The School is equipped with dedicated bedrooms for the care of young people who fall sick. This is located within the sick bay in main school. Young people would be accompanied by staff at night should they require to sleep in sickbay.

There was much evidence to indicate that communication between the house staff and ancillary staff was professional and positive and if a boarder had a problem, or concerns were identified, all staff would observe and liaise. Boarders with medical difficulties appeared to be treated and supported in a sensitive and responsive manner and evidence seen through observations made by the inspectors indicated that boarders are fully supportive at times of personal stress and homesickness. Any boarders who have problems with bedwetting are well known to the staff and they are supported sensitively and discreetly. The young people have good access to an independent councillor and links exist through the medical practice used at Newport should social worker, psychologist or any other health professional be required. It was considered that standard 17 continued to exceed minimum standards.

The inspectors felt that the food was of good quality providing a balanced nutritious diet. A vegetarian option was always available and the school are mindful about providing flexible options for overseas young people if they struggle with a British diet. There is a salad bar option for young people and there is always fruit available. Kitchen staff was aware of young people's allergies and special diets and these were always taken into account when devising the menu. A food committee has been set up where the young people's representatives put forward suggestions for forthcoming menu options.

Boarders have satisfactory access to drinking water in the boarding houses. The school has a tuck shop; this is open from 11.20 – 11.40 and 12.30 – 13.40. Snacks may be prepared in the kitchenettes and kettles, microwaves and toasters are available within the Senior Boarding house. Supper is prepared for the boarders at the Junior Boarding house.

The School's laundry facility appeared to be well managed and efficient. The School have recently increased laundry staffs' time so as to effectively launder boarder's clothes.

Staying Safe

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service. The School has made positive advances in their policies, procedures and practice in safeguarding their pupils. Staff are presently only selected following a tight vetting procedure and practical child protection is afforded a high priority. Pupils' rights are respected and their privacy is recognised and enabled.

EVIDENCE:

The school works to a code of conduct rather than a list of rules encouraging boys to aspire to the highest standards of behaviour and values. Adams' Grammar School has a full and comprehensive policy on countering bullying which covers necessary prevention, response and a definition. This policy is provided to parents, staff and boarders and is displayed around the school and within the Boarding houses. There are strategies in place for boarders to report relevant incidents through the individual Tutor system. There was evidence on staff files examined that some staff have undergone training around issues on bullying. The school also has for the boys a 'concern pro-forma' that they can fill in anonymously to raise any concerns or issues that they might have. The inspector examined some of these forms and was impressed with the maturity and care shown by the boys to their peers. All the boarders spoken to at the time of this inspection gave no indication, at all, that bullying was an issue at the School. They talk positively about upholding the ethos of Adams' and very much see the school as their community. It was considered that this standard has been exceeded.

There is a policy available which is consistent with Telford & Wrekin Safeguarding Children Board procedures. The School appear to have a good working relationship with their local authority. Staff members spoken to confirmed that they had received regular INSET training provided by a range of people. Some staff have attended external Child Protection training. A response from the Local Authority Principle Officer, Child Protection stated that there is no knowledge of the Safeguarding Children Board having received any Child Protection referrals from the School within the last two years. The Local Authority has invited the School to participate in a proposal to subscribe to receive Child Protection training from them. The Deputy Head Pupil Welfare is the designated member of staff that takes responsibility for Child Protection within the School. He has undertaken the relevant training and holds copies of local procedures and guidelines. Prefects at Adams' Grammar are briefed on the subject during their induction training and are given clear guidelines. There is a full policy, included in the staff handbook, regarding required action should a boarder go missing. The inspectors suggested to the school that they update their child protection policy to include the requirement for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral) of a child protection incident been identified.

Behaviour management continues to exceed minimum standards with the young people presenting as being happy and relaxed, showing a caring attitude and helpful demeanour towards others, thereby upholding the school's ethos. Adams' Grammar has an appropriate policy on behaviour, discipline and use of punishments. The school has full and comprehensive policies and information on the School's code of conduct, House Status System, Sanctions and Concerns, which is well known to boarders, staff and parents. Policies and procedures are under review constantly to ensure a consistent approach and an effective and successful system. Responses to the pupils' questionnaire indicated that, in general, the use of punishments is seen as fair. At the time of this inspection the boarders stated to all three inspectors that they considered the punishments to be very fair when rarely used and they were positive and complimentary regarding the treatment and respect they have from their House Masters, Tutors and Matrons. The schools approach to behaviour management is wholly proactive, with a strong emphasis placed on reinforcement of positive behaviour. It was considered that there are no unacceptable, excessive or idiosyncratic punishments used and that the disciplinary powers of prefects are clearly defined. A record of punishments is kept. These were seen to be satisfactory and the Deputy Head Pupil Welfare cross references these and reviews them at regular intervals. The Headmaster also receives electronically weekly breakdowns of detentions. This allows him to monitor and identify if there are any trends or patterns of behaviour occurring.

A central Log is now maintained of all complaints and the complaints policy contains details of how to contact the Commission for Social Care Inspection. There has only been one formal complaint since the last inspection. The school had followed their procedures and as a result this issue was quickly resolved.

There is a thorough induction programme for prefects; the Headmaster facilitates this. The prefects who were consulted during the inspection stated that they have clear roles and felt that they are positive role models and 'supporters' to the other boys; the younger boys spoken too stated that the prefects are like "big brothers". No evidence was seen to suggest that any prefect is abusing their role; it was considered that the prefects are respected not feared at this school. Again the Status System that is used at the School promotes positive behaviour. All privileges must be earned through good academic performance, good manners, hard work and a positive contribution to the Schools' community. Thus allowing the students to achieve through their own performance. The prefects have a very detailed handbook.

The School does not currently appoint guardians.

Full emergency evacuation procedures are available and have been tested from sleeping and living areas. Discussion with students and house staff confirmed that this takes place. Fire drills are regularly carried out and always take place twice each term. Emergency lighting, fire alarms and fire fighting equipment are regularly tested and records are maintained. Records were seen to indicate that the School has its fire detection and prevention systems maintained and checked by contracted agencies. Fire risk assessments and fire service reports were all held on file and the school were considered to be acting on recommendations made in their last Fire Inspection.

No other children apart from pupils are accommodated at the school therefore; Standard 28 does not apply at Adams' Grammar.

Activities identified as High Risk are subject to a detailed risk assessment. It is then the responsibility of staff involved to ensure that high-risk activities are competently supervised and accompanied by adequate and appropriate safety measures. Risk assessments seen were satisfactory. It was considered that adequate and appropriate safety measures were in place and it was reported that parental permission is obtained, in advance, at all times.

The School has an established and effective staffing rota in the boarding houses. This includes an appropriate balance of male and female staff. Staff supervision of boarders did not appear to intrude unnecessarily on boarders' privacy and no reports were received that there was any perceived intrusion. In both boarding houses that were visited on several occasions, it was evident that boarders considered their bedrooms to be their private space. Matrons were seen to be supervising, available, but not intruding at inappropriate moments. Improvements to showers in the boy's senior boarding house have improved privacy as well as improving the environment.

An improved Personal File Check List and a Recruitment Procedure has been introduced since the School was last inspected. A selection of staff files was examined and all new staffing files had evidence of CRB checks, references and reference checks, interview notes copies of qualifications, employment history and Curriculum Vitae. The School also vets any adult that has contact with the young people, for example the Independent Counsellor.

There are keypad access codes to the all the boys' dormitories however, the School needs to continue to be proactive and review its security and access to the senior boys house ensuring that the boys who board are safeguarded against any possible unwanted visitors.

It was felt that indoor and outdoor areas used by, or accessible to, boarders were free from reasonably avoidable safety hazards. A risk assessment approach was used to minimise the risks that any outdoor activities may pose. All radiators were considered to be reasonable temperatures when touched.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service. Pupils' activity and recreational needs at Adams' Grammar are generally well met. There is no evidence of discrimination happening at the School. The School's helping ethos positively assists young people with any special needs. The young people are practically encouraged to achieve by having access to a choice of quiet spaces and work areas in which to study.

EVIDENCE:

A wide range of activities is available outside teaching time. Senior Boarders are free to go into the town of Newport after lessons and before tea. The sixth form can go out again after tea. All boarders have the opportunity to go into the towns of Telford, Newport or Shrewsbury at the weekends. There is a signing in and out system in place that can account for boarder's whereabouts. The School provides plenty of on-site activities, these include; a well-equipped gymnasium, common rooms, sports hall, games room, and extensive outdoor playing fields at Longford Hall. There is also a well stocked fishing pool and an outside swimming pool for summer months. There is access to the Combined Cadet Force. There are four sections, the Navy, Army, RAF and the Marching band. Pupils can join the band at any age and have the opportunity to join the other sections when they are 13. There is a range of other clubs and societies in school, chess club, Christian union, and the choir are to name but a few. Access to the Internet is safeguarded; a firewall at source protects students from access to inappropriate material. The inspector observed a house meeting and from discussions held it was evident that activities are pupil led. It is indicative that the range of activities available has succeeded in the increase from weekly to full boarders, as the boys have become too busy to return home! It was considered that this standard continues to be exceeded.

The students each have a personal tutor, houseparent, matrons and the General Practitioner / Practice Nurse to whom they can turn and boarders are encouraged and enabled to approach any member of staff at the School. Discussions and observations indicated that the boarders always felt that they could turn to someone and in particular to their House Master, Matrons and Tutors. The tutoring system at the School appears to work satisfactorily and records are maintained. It was evident that there are communication channels between academic and pastoral staff when relevant information is shared and matters followed up. The General Practitioner and Practice Nurse are identified as the people that boarders may contact outside the school about personal problems or concerns at the School.

The School is committed to securing equality of opportunity through the criteria of an environment in which individuals are treated on the sole basis of their relative merits and abilities. There are clear procedures for dealing with any incidents of discrimination or harassment. The head ensures that appropriate training is undertaken by all members of teaching and non-teaching staff and governors to ensure they are fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on grounds of race, gender or disability.

Although the School aspires to high standards and has high expectations of each student, inspectors saw no evidence that demands made were excessive or unduly onerous. This was confirmed during discussions with boarders.

Inspectors observed suitable study facilities and staff supervision available to boarders during prep.

Safe recreational areas have been provided, both indoors and out, for boarders. Students and staff were clear about the practice for supervising boarders' use of and access to areas within the School buildings and grounds. These areas were safe and provided boarders with a range of activities and places they could go on their own or in a group.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is **excellent**.

This judgement has been made using available evidence including a visit to this service. The management and staff team are very strong at enabling both formal and informal opportunities for boarders to express their views with regard to the boarding provision. All views are taken into account in the development and practice of boarding. The children are generally well supported by boarding staff and enabled to retain positive links with their families, whether in England or abroad. Excellent induction and guidance for new boarders ensures they are able to settle in and feel welcomed.

EVIDENCE:

The students have both formal and informal opportunities to contribute views to the operation of boarding provision. There is a food committee, and students reported that the representatives did try to represent their views. A personal tutor system is established, and most students questioned felt comfortable about expressing views to their tutors. All of the staff operates open door policies for boarders; indeed, students reported a high level of confidence that matters taken directly to the Headmaster would be listened to, although sometimes they preferred to use Matrons and the Housemasters as intermediaries. Students spoken to spoke highly in regard to their housemasters and boarders generally felt that their views were considered on most issues. Reasons are always given for rejection of suggestions and boarders stated that they could always raise the issue again. During the inspection there was an opportunity to attend a house meeting with the Junior Boarders. Observation substantiated that boarders are able to contribute, raise issues, ask questions and make suggestions. It was considered that this standard continues to be exceeded.

Boarders are able to contact their parents and families in private via the following means –fax, mail, E mail, School telephones, mobile phone, verbal messages passed by administrative staff, visits, week-ends at home. Two pay-telephones are available at the senior site and at Junior Boarding. The Matrons also purchase mobile telephone 'top ups'. Boarders do not need permission to contact their parents at any time, however during the school day, prep and activity time non-essential calls are not allowed.

Induction meetings are held with the parents, these meetings are used to explain the policies and procedures, value system, and the Schools' aspirations for the boarders. 'Experienced' boarders are allocated to support new boarders. From conversations with students it was clear that his system is clearly valued by the newcomers. One young person informed the inspector " the experienced boarder looks out for you, they introduce you to their friends". Through the availability of written documentation and discussions with new boarders and staff it was considered that this standard continues to be exceeded.

Boarders are able to access information about events in the world outside the school in several ways. The boarding houses have a television in each common room and newspapers are provided. Boarders have access to computers and a number have mobile phones. It was noted that current issues of topical magazines were also available. Boarders can go on shopping trips and access Newport town centre, the younger ones being accompanied. Boarders attend numerous off-site facilities and activities and are accompanied by staff. The activities are assessed for age appropriateness and all are authorised by the Housemasters.

General observations of interaction between pupils and teaching staff, boarders and boarding staff over the course of this inspection supported the judgement that overall there exists very positive relationships. This was supported by comments from the pupils' questionnaires and verbal feedback. All spoke highly of the staff involved with boarding. Boarders spoken with generally stated that they felt they were looked after well and treated reasonably. Students, who were asked about how they would make a complaint and to whom, were clear that they could talk to a range of staff that would listen. The majority of pupils liked the School and the staff, and indicated that it was a good place to be. The impression of the inspectors was that disagreements were dealt with reasonably between pupils and staff. Discussion with individual children also identified that staff would often give them the benefit of the doubt if they were breaking a School rule on a first occasion. It was our assessment that this standard continues to be exceeded.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is **adequate**.

This judgement has been made using available evidence including a visit to this service. The ethos of the school is one where trust is developed to an extent that personal possessions are respected and safely left alone. Students do however have secure places for the storage of valuables and money.

The school accommodation strives to provide a warm and homely environment and atmosphere for boarding students. Some significant improvements have been made to the living environment, however it is still felt that the school have yet to fully achieve a desirable outcome for the senior boarding house. In places it was still considerably 'tatty' and 'worn' and as a result could undermine the good standard of care that takes place there.

EVIDENCE:

There is a satisfactory system in place for providing and distributing pocket money and for looking after personal possessions and good records were seen to be maintained. Both Housemasters keep a house bank with records that are well maintained. Each boarder has a locker to keep personal possessions and valuables.

The Senior Boarding accommodation was identified as having some major shortfalls at the last inspection. The School responded by refurbishing many areas, which included the Showers in Picken. However, it was still considered by the inspection team on this inspection that the school have yet to achieve a reasonable standard of décor for the senior boarding house. In places it was considerably 'tatty' and 'worn'. The School are currently in the process of recruiting another maintenance person to bolster the team. The Headmaster also spoke about future plans of 'single site boarding', where brand new boarding houses could be built at the Longford site. The inspectors would wish to express that the Governors should consider trying to bring this plan for single site boarding forward or at the very least ensure that there are extensive repairs made to the senior boarding house, as currently it was felt that it was only being 'patched up'. The inspectors recognised that the senior boarding house took on a different persona when it was full of boarders and boarding at Adams' was good value for money. However, the poor standards of decoration are significantly holding the school back from achieving an overall excellent rating for this inspection.

The junior boarding facility at Longford Hall is a beautiful Georgian mansion that is extremely well maintained providing a good standard of accommodation set in 125 acres of sports fields and woodland incorporating a well-stocked fishing pool.

Sleeping accommodation across all boarding houses is suitably furnished. All areas were found to be of sufficient size for the number, needs and ages of boarders accommodated. The sleeping areas in all the houses were found to provide adequate storage space for boarders' possessions. Some rooms were seen to have been personalised by the students occupying them. The general impression was that the rooms and dorms were a 'home from home' and that pupils were allowed and encouraged to create their own space.

Both the Senior and Junior Boarding provision has adequate numbers of toilet and washing facilities. The six communal showers in Picken (Senior Boarding) have had a total refurbishment. These now provide adequate privacy for any boys using them.

The changing facilities were considered to be adequate and suited to purpose. They are sited in the boarding houses and the sports hall.

The school shop is open each week as specified times for purchasing uniform. As previously mentioned all boarders may access Newport town centre, which has many shops where they can purchase any stationary items.

No educational lodgings are arranged by the School to accommodate students. This standard does not apply to this inspection.

Management

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service. Adams' Grammar School has drafted a clear statement regarding its aims including the principles for boarding. Boarding practice is sound and the school have produced appropriate policies and guidance for boarding staff. The supervision and care of boarders continues to exceed standards with clear lines of management of boarding.

EVIDENCE:

The School's statement of boarding practice is updated regularly and meets all the requirements set out in the National Minimum Standards. It is presented in a style that makes it accessible to parents, boarders and staff. There are three booklets for parents, for parents of new boarders, parents of junior boarders and parents of senior boarders. All have similar main policies included but they are developed to reflect each boarding environment and practice.

There is clear leadership and management of boarding at Adams' Grammar. The Headmaster leads by example and is supported by a professional, committed and caring team of senior staff that effectively manages the school's organisation of boarding. Boarding staff report to the Deputy Head Pupil Welfare. Boarding staff are encouraged and enabled to attend courses (BSA and other). The School has good support from the governing body; there are various committees who meet at least once per term. It was clear from discussion with governors that they are kept informed of ongoing issues relating to boarding and they are enabled by the School's ever full and ongoing drama, musical and sporting events to have contact with the students. The Headmaster and or the Chair of relevant committees provide full reports on all areas at each governors meeting.

The school has a Crisis Management Plan; this is detailed within the Adams' Grammar School handbook 'policies and practice'. The plan details immediate, short term and medium term action. Staff who was spoken to during the inspection were aware of the plan, which includes a full list of people to contact in various crises.

The school has a Pupil Welfare Committee made up of School staff and governors and is Chaired by the Link Governor for Boarding. The inspectors had the opportunity to meet and discuss with this individual how this committee operates. This committee appear to take their responsibilities seriously and it was felt from evidence gained from school records and talking to the young people, they effectively monitor the welfare provision. The school has the services of an independent counsellor. This person met with the inspector and shared her background and experiences. To date the independent counsellor has had only one communication from a young person, which further evidences that the young people feel secure in discussing any issues with boarding or School staff. Both of the housemasters exhibit exemplary leadership and practice in their care of boarders. It is clear that the School continues to be a community where the best interests of the young people are at the centre of everything. It was considered that this standard was exceeded.

Risk Assessment is kept under review and the school has an annual, external risk assessment. The Headmaster delegates to his senior staff direct monitoring of Complaints, Sanctions and Child Protection. For Example the Housemasters for each boarding house monitors the Status system for their boarders and the person with responsibility for Child Protection undertakes monitoring of this documentation. Reports are compiled and submitted to the relevant governors committee for discussion. The headmaster has oversight at all times of every area.

Observation of the evening arrangements, on one day of the inspection, demonstrated that all the pupils were offered a range of activities, supervised by a range of different staff. Several staff live on the premises and make themselves available to the pupils throughout the day and, when dictated by circumstances, at night. The evenings are usually taken up with a range of sporting and recreational activities. It was considered that the boarders were supervised by good numbers of staff, with a duty rota is displayed in each house. This rota is discussed at house meetings to ensure that all individuals know which member of staff is responsible for them. Both boarding houses have resident Housemasters. Weekend cover comprises of the Housemasters, Tutors and a Matron that offers sufficient numbers and degree of flexibility to meet the needs of the numbers of boarders involved. It was considered that this standard continues to be exceeded due to the high ratio of staff to boarders within the boarding provision.

Visits off site, all school trips and trips abroad are covered by separate full and concise policies that have been given to all relevant staff and boarders. Policies and procedures appear to fully comply with DfES guidance. The School has a mini bus, which is subject to regular checks and records examined showed that the School are aware and follow guidance on licences before 1997. Training for the staff affected by this guidance take appropriate PCV level minibus driving courses. GAP students are not left alone in charge of boarders without adequate supervision.

In the Junior Boarding house there is a resident House Master, the Matron lives on site and is contactable via an intercom, additionally a number of Tutors live on site. In the Senior Boarding House, there is a resident Housemaster, Tutors live on site and Matrons are on call if required. Students spoken to indicated that they felt that they were well looked-after at night.

Job descriptions are in place for all staff, and the roles of spouses and partners of staff within boarding houses are made clear. Supervision of ancillary and cleaning staff takes place and the School is aware of its responsibilities in this area. There is an induction policy and guidance in place for staff. Ongoing training is provided to staff and training is evidenced in central file.

No educational lodgings are arranged by the School to accommodate pupils. This standard does not apply to this inspection.

When boarders require off site accommodation it is checked by staff and may, at times, involve the use of a third party. It was considered that every check possible and risk assessments are undertaken. When boarders are staying in such accommodation it was reported that School staff accompanies them at all reasonable times. The School have detailed contact information held on file of each young person's parents/guardians should the need arise to make contact when away from School.

SCORING OF OUTCOMES

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

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

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

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

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

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	4
14	3
18	3
27	3
43	3
46	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	4
19	3
21	4
30	3
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
40	2
42	3
44	3
45	3
50	3
51	N/A

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	3
9	3
10	4
23	3
31	4
32	3
33	3
34	3
35	3
52	3

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	BS40	The senior boarding house has to be redecorated/refurbished and maintained to an adequate standard.	30/09/07
2.	BS3	Below is a good practice Recommendation only: The Child Protection Policy could be further developed to include a requirement for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral).	31/12/06

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