

inspection report

Boarding School

Malvern College

College Road

Malvern

Worcestershire

WR14 3DF

7th February 2005

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

Malvern College

Address

Malvern College, College Road, Malvern, Worcestershire,
WR14 3DF

Tel No:

01684 892333

Fax No:

Email Address

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

Malvern College Inc

Name of Head

Mr Hugh Carson

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

Date of Inspection Visit		7 th – 11 th February 2005		ID Code
Time of Inspection Visit		8.30 am		
Name of CSCI Inspector	1	Ms Penny Wells	073071	
Name of CSCI Inspector	2	Mrs Sue Moodie		
Name of CSCI Inspector	3	Mrs Pat Pollock		
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Angela Tear		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
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		Mrs Lindsay Kontarines		

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Malvern 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.

Malvern College was founded in 1865 as a boys' school with two houses. The school had expanded to nearly 600 boys by the 1890s with 10 houses. During the second world war the school moved temporarily to Blenheim Palace and then Harrow School until July 1946. In 1992 the college became co-educational by the fusion of three schools to form the current senior school (on the original boys' school site), a junior school and a pre-prep school on nearby sites. This inspection focused on the senior school.

The Senior College was situated within the town of Malvern on a large, tree-lined site, nestling against the Malvern Hills. Malvern College provides boarding and day education to boys and girls from 13 to 18 plus years of age. At present the college boarding student body comprises about 30% international students, comprising students from Hong Kong, mainland China, Russia, Germany, America, Africa and India, and a number of other European and far eastern countries.

The school buildings generally range from handsome 19th century houses through to the modern Science and Technology buildings. The boarding provision in the school was within 10 houses situated around the central green and each house had room for between 20 and 60 pupils.

This is the first inspection of the school since the new National Minimum Standards for Boarding Schools came into being in April 2002. The inspection therefore has acted as an audit of the school's performance against those standards. This will inevitably indicate that a number of standards are not fully met: a number that can be expected to reduce substantially as the school continues to develop its practice against the standards.

Inspectors welcomed the careful preparation which the school had undertaken, and the helpfulness which the Headmaster, Deputy Heads and staff displayed. They would like to extend thanks to the staff and the boarders who gave their time and made the inspection an enjoyable task for the inspectors.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Malvern College promoted boarders welfare in a number of respects:

- The college had a clear and comprehensive ethos and set of principles which was outlined in the college's handbooks and reflected in the provision of boarding in the school.
- The college had a well developed policy for countering bullying and the incident rate of bullying reported by pupils was low.
- The procedures and practice relating to behaviour control were considered fair, clear and non punitive.
- The college had a good induction programme and on-going support for new pupils.
- The house system engendered a strong and supportive identity which was valued by both pupils and parents.
- The prefects provided a valuable role in the college and were suitably trained and supervised.
- There was a wide range of recreational facilities.
- The college had developed excellent processes to record and operate risk assessments for high risk activities.
- Trips in this country and abroad were well planned and supervised.
- The two boarding houses that had been upgraded were furnished to a high standard.
- Students impressed as confident, well mannered and open in their relationships with others. Students and staff generally had warm and mutually respectful relationships.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The College needed to consider developments in these areas:

- The college had a comprehensive Child Protection policy and training in child protection was arranged for teachers but needed to be provided for all ancillary and boarding staff.
- The management of the boarding teams lacked clarity. There was an ambiguity around the management of Assistants in the boarding houses. They were isolated from the development of pastoral care by their situation within the ancillary staff structure.
- The recruitment procedures for new staff did not include all of the steps outlined within the standards.
- The medical centre team should oversee the medication systems in all the boarding houses to ensure good practice and consistency.
- A review of the boarding houses, that have been identified for upgrading in the future, should be undertaken and an interim refurbishment programme considered.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Malvern College demonstrated that it had an established, successful boarding provision for both boys and girls in a variety of boarding houses. The college had integrated well pupils from abroad in the boarding houses.

A small number of parents (47) responded to letters sent out by the CSCI and all commented positively about the pastoral care and boarding house system. The main concern from parents was the college's proposal to change to central dining when they (and pupils) considered dining in the houses a key feature of boarding at Malvern College. Inspectors have heard subsequently that this is no longer proposed.

On the whole the boarders themselves were positive about their boarding arrangements.

The college was considered generally to be meeting its statutory duty to safeguard and promote the welfare of the boarding pupils.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS3	The training or briefing on responding to suspicions or allegations of abuse should be completed for all ancillary staff.	
2	BS3	The policy on child protection should be amended to include a whistle blowing procedure.	
3	BS3	The 'missing pupils from school' policy should be amended to include guidance on appropriate reporting of incidents.	
4	BS5	The complaints policy needs to be modified to include advice to parents and boarders that they may contact the Commission for Social Care and Inspection directly regarding any complaint about boarders' welfare, and how to do so.	
5	BS5	The complaints procedure needs to be strengthened to ensure that the processing of complaints and their outcomes is transparent and available for auditing.	
6	BS8	The college is recommended to review the management of boarding to ensure that lines of accountability are clear to all staff.	
7	BS9	The college is recommended to develop a more comprehensive range of plans for managing crises.	
8	BS10	Bathing and showering provision in the houses should be upgraded to ensure the separation of the most senior students from the most junior.	

9	BS15	The college is recommended to implement the recommendations outlined in the pharmacist inspector's report.	
10	BS17	The college is recommended to develop a welfare plan for use where students require specific support.	
11	BS19	The college is recommended to review their email policy to ensure it meets Standard 19.4	
12	BS20	The college is recommended to develop a more robust system for managing pocket money.	
13	BS23	The college is recommended to develop a system for regular monitoring of punishments and complaints at least twice per term.	
14	BS34	The college is recommended to draw up a written agreement with any spouses, adult children or partners of staff who live in the boarding houses to cover all the issues listed in Standard 39.4	
15	BS34	The college is recommended to review all job descriptions for boarding staff to ensure clear lines of accountability.	
16	BS34	Child protection briefing needs to be included in all induction programmes for all staff in the school.	
17	BS34	The college is recommended to develop appraisal plans for all staff working within the boarding houses.	
18	BS35	The college is recommended to update the guidance for boarding staff to ensure that all issues in Standards 35.3 are addressed.	
19	BS36	The college is recommended to develop plans to address the difficulties identified in one of the houses.	
20	BS38	The college is recommended to develop and enforce a recruitment process which meets all of the elements listed in Standard 38.2.	
21	BS39	The college is recommended to have a written agreement between the school and any adult, not employed, but living in a boarding house which covers elements of Standard 39.4.	
22	BS44	The college is recommended to upgrade the showering facilities to ensure that all the showers worked and provided a reasonable level of privacy for all students.	

23	BS47	The college is recommended to develop the system for checking that areas, used by the boarders, are free from significant hazards.	
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ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS9	The college is advised to draw up and laminate a list of telephone numbers for use in emergency and display them at strategic points around the school.
2	BS14	The position of the school independent counsellor is reviewed to ensure full accessibility for all students.
3	BS18	The college is advised to consider ways in which they can be more responsive to the needs of minority students within the student body.
4	BS26	The college is advised to consider installing battery operated smoke detectors in all of the bedrooms.
5	BS31	The college is advised to review the commitments of Housemasters/Housemistresses to ensure that their workloads are not excessive.
6	BS40	The college is advised to ensure that each house has adequate maintenance support to all the houses and introduce repair books for all houses.
7	BS40	The college is advised to carry out an audit of furniture and fittings in the boarding houses and draw up a timetable for any necessary upgrading.
8	BS42	The college is advised to consider changes to the widths and lengths of the beds, particularly with the refurbishment of beds.
9	BS48	The college is advised to consider the building of an extra toilet within the medical centre.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

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

Date of Inspection	7/02/05
Time of Inspection	8.30
Duration of Inspection (hrs.)	212
Number of Inspector Days spent on site	5

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

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

13

TO

18

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

269

Girls

169

Total

438

Number of separate Boarding Houses

9

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

The 4-point scale ranges from:

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The College had a number of publications which were sent to parents and students. These included the Prospectus, A Guide to Malvern College, Pastoral Care at Malvern College, individual guides to the houses and a booklet for overseas students and the Malvern College red book of personnel and rules.

The prospectus was updated in 2004. These publications outline the admission criteria, the facilities of the college, the welfare support to boarders, the religious and cultural aspects of the college and relevant school policies.

Some of the details of the boarding houses and their occupation needed updating.

Standard 2 (2.1 – 2.6) The school should had 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 had a well developed policy for countering bullying which was included in their booklet Pastoral Care at Malvern College. This was sent out to parents for their information. The policy was more robustly detailed In the staff handbook.</p> <p>Pupils reported that there was very little bullying in the college and that there were no initiation ceremonies on joining the school. Pupils also reported that the support systems in place in the event of difficulties were numerous, robust and included senior pupils.</p> <p>In the pupil survey 64.5% said they had never been bullied and those that had been bullied 11.9% identified it would be by pupils of their own age.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	86	%

Standard 3 (3.1 – 3.9) The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	2
<p>The college had a thorough Child Protection procedure detailed in Pastoral Care at Malvern College. The procedure was developed in line with local Area Child Protection Procedures and included the appropriate reporting processes. In addition, the procedure guided staff on how to manage an allegation and not to engage in inappropriate questioning.</p> <p>The Inspectors were pleased to see that, in addition to teaching staff, senior pupils and gap staff were given full briefings on dealing with any child protection issues during the course of their duties. The training of ancillary staff had begun and needed to include, as a priority, all the Assistant boarding staff.</p> <p>The procedures needed to include a policy on Whistle Blowing, to ensure immunity from disciplinary action for staff who raised concerns in good faith. Finally, the policy for searching for missing pupils needed to include a process for providing a written record of the incident, the actions taken and any reason given by the pupil for being missing.</p>		

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
<p>The college had a set of rules, punishments and rewards outlined in the red book, that was issued to all staff, parents and pupils. The processes were also included in the staff handbook and were to be found on some notice boards around the houses.</p> <p>The Inspectors found the pupils to be well behaved and to demonstrate mutual respect. Some pupils considered that there were differences in treatment between the houses, but the inspectors found that was to be more an issue of style than of substance and found nothing inappropriate.</p> <p>All punishments were appropriately recorded in the houses, with the more serious punishments recorded in a bound book in the headmaster's study.</p> <p>The policy included a procedure for physical restraint, which it was acknowledged, was very rarely needed in practice.</p> <p>In the pupil survey 41.2% considered the punishments average and 29.1% considered the punishments fair.</p>		

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
<p>The college had a clearly defined complaints policy that was sent out to parents, was recorded on house notice boards and was included in the staff handbook.</p> <p>The Inspectors saw evidence of complaints from parents and the neighbours being addressed but were less convinced that complaints from pupils were so rigorously pursued.</p> <p>The procedure needed to include details of the Commission for Social Care Inspection and advise parents as well as pupils, that they can approach the Commission directly regarding any complaint about their welfare. In addition, the procedure needed to be sharpened to ensure that there was a clear audit trail for complaints and that the regular reviews by the Headmaster could detail any trends, areas for improvement or areas of good practice for dissemination.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		1

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

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

The college ran a Personal, Social and Health and Social Education programme throughout the school which pupils reported was helpful and comprehensive. Specialist outside speakers were brought into college to address issues such as Alcohol and Drug Misuse and to enable small discussion groups to be set up.

The college policy on smoking, drug and alcohol misuse was clearly stated in the Malvern College red book.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

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

The boarding houses and/or medical centre maintained records of pupils' health and welfare issues. These are shared where appropriate.

The records were adequate and are very detailed in some cases.

Access to these records was limited to a need to know basis and they were maintained securely.

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 had 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?

2

The Inspectors were impressed by the strength of leadership within the houses. Some of the houses were exceptionally well run with a clear ethos of community and mutual respect. Other houses indicated that senior boarding staff would benefit from a good induction process, on going training, support and guidance. The management of boarding was supported by the Headmaster who was committed to and personally experienced in boarding.

The college council monitored pastoral management through full termly and short monthly reports from the Headmaster which covered pastoral issues within the college. It was less clear that the council had direct experience of the houses through shadowing staff, staying in the houses or eating occasional meals with the pupils. There was no parent or teacher representation on the college council.

The Inspectors found some confusion amongst staff as to the leadership of the pastoral side of the college and that had led to a lack of clarity as to who was responsible for managing which issues – Staff Tutor boarding, Senior Housemaster, Deputy Head pastoral care and the Headmaster. In addition there was a division of the management structure between the academic and the bursarial side, with boarding issues split between the two. The main example of this difficulty was to be found in the position of the Assistants. They were accountable to the Housemaster or Housemistress for day-to-day work, but were contractually linked to the Human Resources section of the bursarial department.

The development of boarding appeared to suffer from this division and the management of change may also be a casualty.

The inspectors would recommend a full review of the management of boarding to clarify the lines of accountability.

Standard 9 (9.1 - 9.3)

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

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

The college had a range of policies to manage crises such as fire, accidents and major illnesses and these policies took appropriate cognisance of the needs of boarders.

Further work was needed however in other areas, for example serious allegations or complaints. We would also recommend that the college devise a list of names and telephone numbers for use in emergency and laminate them for distribution around the school.

Standard 10 (10.1 - 10.5)

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

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

As previously stated, each house had a strong identity and a positive sense of community. The Inspectors found no major discrepancies in terms of gender and a good level of consistency in relation to principles and practice between the houses.

However, in some of the older houses there was no separation in bathing/showering facilities between older and younger boys.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

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

The Inspectors were impressed by the range and variety of activities for boarders outside teaching time. Pupils had access to the full range of sporting facilities plus some unusual sports such as racquets, and many clubs for chess, drama etc. The inspectors were pleased to see that the college had responded to particular requests where feasible, for example setting up a girls' swimming club one evening per week.

In the pupil survey 36.8% and 33.4% considered the activities good or very good.

Access to the internet was appropriately safeguarded.

The pupils' days were long and busy but we did not find them to be overly arduous.

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
<p>The college had a good level of formal and informal systems for communicating with boarders and responding to their views. The house staff generally offered an open door policy to boarders for discussion of issues. Tutors were on hand alongside the Housemaster/Housemistress, Assistants and other boarding staff to listen to boarders concerns and take them further, where appropriate. In addition, the Deputy Heads and the Headmaster were constantly available to pupils.</p> <p>The Inspectors were particularly impressed by the amount of time that Housemasters/Housemistresses devoted to communication with the boarders. This led to long and arduous days, particularly for the Housemasters/Housemistresses.</p> <p>The college ran a School Council which heard more formal representation. All students had access to council representatives. The council met with the Headmaster or his representative on a termly basis.</p>		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	4
<p>The Inspectors were particularly impressed by the system of prefects within the college. The Heads of House, their deputies, chapel prefects and sacristan were selected by ballot from the student body, ancillary and academic staff. Specific staff retained the right of veto but in practice inspectors were advised that this was rarely used.</p> <p>All these senior pupils were given a full induction that included responding to child protection and bullying. This induction was repeated in the second term and therefore allowed time for reflection. The pupils were supervised by senior staff and had clear written guidelines to cover expectations and duties.</p> <p>There was evidence of a strong moral code amongst the senior pupils that was fostered by staff, their peers and the student body as a whole.</p> <p>In addition to these senior pupils, the students had other opportunities to take on leadership roles such as menus, outings and sports.</p>		

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

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

The college had a good range of personal support systems available to students. In addition to house staff there were tutors, medical staff and an independent counsellor.

The students were enabled to choose their own tutor for consultation and this underlined the strong relationships that develop. All such pastoral staff were checked through the Criminal Records Bureau.

The independent counsellor was self-employed. The process was that after the initial 2 assessment sessions that were paid for by the school, the parents had to pay for further counselling sessions. The Inspectors would like to see this service as free to pupils to ensure complete accessibility and to ensure that the confidentiality of the counselling is not compromised.

In the pupil survey, pupils indicated that there was a variety of persons to go to if they had a problem – 85.8% would speak to friends, 65.4% to their parents and 60.9% to tutors, 50.8% to housemasters/housemistresses, 47.1% to assistant staff in the boarding houses and 43.2% to senior pupils.

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 had 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 had appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

2

The pharmaceutical inspector assessed this standard and discussed her findings with the School Medical Officer and one of the registered Nurses. Her report is attached as an appendix to this report for the medical centre.

Standards 15.1 – 15.6 were met.

The inspectors recommend that the Nurses have overall management of the medication systems in all the boarding houses to ensure good practice and consistency.

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**

Boarders who were ill were appropriately supervised within the boarding houses, or when more seriously unwell, within the medical centre. If they become unwell at night they were able to summon assistance from resident boarding 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?****2**

Many of the records within the houses demonstrated a wealth of liaison with parents and support to students with health and welfare needs. Some files had evidence of external support (e.g. from a psychologist), commissioned for pupils (with parental consent) and all had evidence of good oversight. The college had excellent provision for pupils with educational support needs and well-documented Individual Education Plans.

Students reported that they were well supported and knew whom to turn to with any particular issue. They identified a range of people including senior pupils who had helped them with homesickness.

Although there was evidence of welfare support activity, it was not always possible to find an audit trail for actions taken or to evidence that plans had been developed in cooperation with health colleagues and been reviewed with parents. Inspectors recommend that the college should develop a format for welfare plans that ensure full consultation and review.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

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

The college currently had a large number of pupils from overseas, particularly within the sixth form. The college had a clear statement of Equal Opportunities and there was no evidence of discrimination by race, gender, ability or religion. In addition, overseas students were well represented within the senior students' group.

The college had addressed the specific needs of overseas students in a number of ways. They had ensured an even distribution of overseas students around the houses to prevent any possibility of segregation. Excellent language support was provided, specific provision was made for non-Christian worship and there was sensitive oversight of individual needs was in the houses.

There were areas where more consideration could be given to the needs of these pupils, such as the provision of telephone land lines in all houses to ensure easy and cheap access to their families, celebration of cultural differences (for example Chinese new year parties in the houses) and pictures of significant role models from other cultures on the walls etc.

Standard 19 (19.1 - 19.6)

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

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

The college encouraged parents to telephone, visit and e-mail their children whenever possible. Most students had mobile phones for contact, and most houses had private and accessible landlines.

In the pupil survey 35.9% used their personal mobiles. 33.4% considered the telephones in the houses were private.

Staff regularly had contact with parents and there was evidence in the files that parents were notified about any significant welfare issues.

Landlines in the houses had lists of outside help lines that were available to students free of charge.

The Inspectors were concerned to see that students were asked to sign a computer code of conduct that entitled the staff to examine the contents of their emails sent or received through the school system. We recommend the college to review this policy to ensure that oversight is restricted to specific and justifiable cases with parental consent.

The extension of the internet system to other parts of the houses would be welcomed by 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?****2**

All students had lockable spaces within the boarding houses where they could keep personal possessions. In addition, house staff kept items in the house safe, on request.

All houses operated a pocket money system although this was less used these days. The system for recording pocket money needed regularising to include signatures of both the member of staff and the boarder involved in the transaction and a separate sheet for each student. The current systems were open to abuse.

Standard 21 (21.1 - 21.3)

There is an appropriate process of induction and guidance for new boarders.

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

The Inspectors were impressed by the attention shown to the induction of new boarders. The information was available in written form and house staff talked through this with pupils when they arrived. There was a specific induction programme for new boarders and this was sent to them in advance.

There were many examples of special welcoming events for new boarders and inspectors were particularly interested in the idea of "fresher time", when new students were given time to settle in before the full school arrived. In addition, students were enabled to choose their student mentor after several weeks; this ensured they had time to assess senior students.

All students spoken to confirmed that they were welcomed positively into the college and made to feel at home as quickly as possible.

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**

This standard was not applicable.

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?**

2

The college had a range of excellent risk assessments and accident recording systems and these were well monitored, reviewed and analysed for necessary action.

The Inspectors were unable to establish that equivalent systems existed for monitoring of major punishments or complaints. This was necessary in order to identify trends, disseminate good practice and address problem areas.

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 found the three meals to be nutritious, well balanced and adequate in quantity. Also there were snacks offered at morning and afternoon breaks. Boarders had a choice of dishes and dining areas were clean and sufficiently spacious. Pupils were not involved in preparing the meals and had no access to the kitchens.

There were no outstanding recommendations from the environmental health service. However the inspectors were shown the assessment of the catering facilities in the houses which had identified the facilities needed upgrading.

Staff in the kitchens were now subject to a training programme that included food hygiene, COSHH, Health and Safety and Fire management.

The chefs in some of the houses had paid particular attention to the choices expressed by the boarders and adapted the corporate menus accordingly. The new Catering Director was also consulting with boarders about their preferences.

It was therefore surprising in the pupil survey that 31.4% considered the food average and 30.9% considered the food poor.

Inspectors recognised that dining provision was currently an area for debate and change, but we had no concerns with the standards. It was noted that dining in the houses was a strong feature of the house identity and inspectors were advised that there was a range of concerns currently being expressed in relation to the possibility of centralisation of dining.

Standard 25 (25.1 - 25.5)

Boarders had 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

All pupils had access to drinking water and snacks. The houses had kettles, microwave ovens, toasters and refrigerators available to students in small kitchens.

The kitchens were stocked with bread, milk, tea, coffee and spreads on a daily basis. There was also a snack bar on the school grounds.

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

All the houses had well documented evacuation procedures and drills and regular and recorded inspections of fire equipment. The next fire inspection by the fire service was to be carried out in 2005.

Inspectors welcomed the higher standard of provision for the refurbished houses and endorsed the fire officer's recommendation that this provision should gradually be extended to all the houses.

In the meantime, inspectors recommend that serious consideration be given to installing battery operated smoke detectors in all the bedrooms.

Standard 27 (27.1 - 27.3)

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

Key Findings and Evidence**Standard met?**

9

This standard was not applicable.

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
This standard was not applicable.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	4
<p>The excellent processes in operation to develop, record and operate risk assessments in relation to high risk activities impressed the Inspectors. There was an extensive risk assessment checklist.</p> <p>All high-risk activities were closely supervised by suitably qualified staff. Records demonstrated that safety measures were in place for chosen activities.</p> <p>Pupils had individual written consents from parents to partake in activities and trips and all centres used were checked to ensure that they had suitably qualified staff and were licensed.</p> <p>All accidents and incidents were appropriately recorded and post expedition reports were very good and enabled adjustments to plans where appropriate.</p>		

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
<p>Boarders had access to local facilities and knew when they are able to go into town and which areas were out of bounds. The amount of time out and the times of return were dependent on the age of the boarder.</p> <p>Boarders had access to a wide selection of newspapers and television programmes, including 'sky'.</p> <p>The boarders undertake a variety of community service and if this activity was off site it was well supervised and had been previously checked.</p>		

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

3

The levels of staffing in the houses were adequate by day and night. Neither staff nor students reported that there are thin times in staffing. Should staff report in sick then help was sought from tutors, gap students or Assistants undertaking additional hours or other houses.

The Inspectors were concerned at the onerous workloads of the Housemasters/Housemistresses who seemed to be on duty for twenty-four hours a day, seven days a week in term time. Tired staff can make foolish mistakes or act out of expediency rather than principle.

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
<p>Trips away from the school were supported by good staff/student ratio. Records demonstrated good planning for staff supervising boarders away from the school site, and Gap students confirmed that they were never left to supervise students alone without staff support.</p> <p>Pupils leaving the school site were required to sign in and out so their whereabouts was known at all times. If pupils were absent due to sickness, trips or appointments, then the house staff entered the details daily on the school database.</p>		

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
<p>The inspectors were able to confirm that there was always at least two staff resident in each house at night. Students were checked into their dormitories at night and were able to summon house staff by ringing a bell or knocking on the connecting door.</p>		

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?**

2

The college had a range of job descriptions in the pastoral care document, however accountability was not always clear (see Standard 8).

The role of spouses, and partners of staff, in boarding houses needed clarifying.

The induction programme for all staff did not include child protection training for ancillary staff and this needed developing.

There was a process for review of all academic staff in the college, but there was no equivalent process for ancillary staff that are managed through the bursarial structure.

Assistants were not sufficiently integrated into the professional systems of the college. They were now meeting with Human Resources personnel which was to be welcomed, but this did not allow for pastoral development discussion or for their inclusion in training programmes for boarding development.

The inspectors were concerned that the role of the Assistants was not included in the handbook on Pastoral Care at Malvern 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?**

2

The Staff Handbook and the Pastoral Care at Malvern College Handbook provided guidance to staff with boarding duties. A more detailed guidance document had been developed by the Senior House Tutor and distributed to all the houses. This needed developing further to cover all issues in Standard 35.3.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

2

The inspectors had seen excellent practice in most of the houses and sound relationships between boarders and staff in operation. There was no evidence of favouritism between boarders and staff and disagreements were reported to be handled fairly.

However, there was one house in which the boarder/staff relationships need further development and inspectors considered this needed addressing by the management with some urgency.

Standard 37 (37.1 - 37.2)

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

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

The Inspectors found that boarders' personal privacy was well respected generally with a 'low-key' level of oversight.

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?****1**

Since the last inspection of the college there had been changes to the requirements for checking staff on appointment. These changes had been underlined by the Bichard Enquiry and by subsequent advice from the Department for Education and Skills.

In the previous inspection the college had major shortfalls. This was an area that needed addressing immediately. The current processes seemed hindered by the two different sets of processes that were operating in the college and the poor communication between these systems. Files for teaching staff were held by both the Headmaster and Human Resources in different buildings, and there was no information to identify what should be held where, consequently, gaps were not being identified.

Although inspectors were able to identify steady improvements, the following issues were identified on 1 or more files for teachers and ancillary staff:

- No written record of interview or outcome
- No evidence of contact with previous employer
- No check to evidence why an applicant left a previous post
- No job description on file
- No contract issued
- No record of CRB check
- Unclear process for peripatetic music staff
- No renewed police checks for staff moving from one job to another without a current CRB check
- No CRB checks on adult children in the houses

The Inspectors recommend a thorough review of the selection process and the development of a checklist to cover all issues identified in Standard 38.2.

The college is reminded that the appointment of gap staff should include every element of the same recruitment checking system, wherever possible.

The Headmaster has subsequently informed inspectors that all boarding staff had completed Criminal Record Bureau checks appropriately.

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 had been satisfactorily checked with the Criminal Records Bureau.

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

The college advised that all visitors to boarding accommodation were escorted during their time in the houses.

The college did not have signed, written agreements with adults who were not employed by the school but were living on the school boarding houses. This needed to be developed immediately.

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
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The boarding houses were adequately furnished and decorated. They were clean, sufficient in number and provision, and were not unnecessarily noisy.

There were variable standards in the houses as some had been refurbished and others would have to wait from two to ten years for the timetable to reach them. In view of this, all of these houses will need to consider upgrading of furniture and fittings in the meantime. Inspectors were surprised that a refurbished boarding house was under occupied by boarders and also partly a day pupils' house. In contrast the boarding house that was due to move into this refurbished house was really in need of upgrading.

Those houses that had their own or shared handyman were regularly redecorated in the holidays and had an efficient system of repair and maintenance.

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
<p>The college ensured that boarding areas were reserved exclusively for boarders and visitors. Visitors to the houses were vetted and could not gain access without knowledge of the codes on locked outer doors. The houses had intruder alarms set at night by boarding houses and restrictor bars on windows.</p> <p>On certain nights, when senior staff considered that there was a cause for concern, staff would patrol the grounds to ensure security and this was augmented by CCTV in specific areas on occasions.</p> <p>The site was extensive, but it was lit and gated and neither boarders nor staff reported any concerns.</p>		

Standard 42 (42.1 - 42.14)
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence	Standard met?	3
<p>Sleeping accommodation was generally warm, comfortable and adequate although in need of upgrading in some areas (e.g. threadbare carpets).</p> <p>Sleeping arrangements were separated appropriately by gender and age.</p> <p>Some boarders reported that the beds were too short and or narrow for comfort. The inspectors noted that the length of beds was being addressed in the refurbishment but not the width. Given the length of this programme, it was recommended that the college consider how to address this issue for current boarders (some of whom were taller than the beds were long).</p>		

Standard 43 (43.1 - 43.2)
Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence	Standard met?	3
<p>All the pupils in all the houses had suitable provision for study during the evening homework period. Students were also able to access the main building to use the IT equipment and library up until 8.45pm each evening.</p>		

Standard 44 (44.1 - 44.10)

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

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

In all houses the numbers of bathing, showering and toileting facilities were adequate.

However, in some of the houses the provision was stark and institutional with showers located in the basement for students living on the third floor. In addition, in one house the showering facilities were still communal, although it was recognised that this was being corrected in the near future. In another house the showering facilities were shared by boys of widely different ages and the showers did not work sufficiently well.

In the pupil survey 43.9% considered the bathroom privacy good and 46.2% considered the toilet privacy good.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

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

Boarders reported that they usually changed in their own bedrooms although they were able to change at the sporting facilities if they wished.

The changing and showering facilities at the sports hall were of good quality and those in the swimming pool were adequate.

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?****4**

Inspectors found that this standard was met. All houses had common rooms and those for older pupils were open to the younger students by agreement. The living areas had sofas, TVs, pool tables and snack making areas.

The college had extensive, wooded grounds and a range of sporting facilities, music and drama areas.

The sixth formers had an evening centre where they ran a bar and disco on 2/3 nights per week under the supervision of staff. Junior students had access to a coffee bar where snacks and drinks were available.

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?****2**

The college had a satisfactory Health and Safety Policy available in the Staff Handbook and boarders were supervised when they had access to high-risk activities within the school grounds.

The college had a broad and satisfactory range of generic risk assessments and consultation had begun with senior students and pupils from each year.

Trailing flexes were observed in some houses as students were importing a number of items of equipment from home and town into their rooms. It was unclear whether all portable appliances brought in by boarders had been tested, although a process existed. Some window restrictors were missing.

Some paths were seen to be icy; it was pleasing to see 'gritting' underway.

Standard 48 (48.1 - 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

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

Boarders who were unwell could be accommodated in the medical centre. There were three wards available and a single room.

The medical centre would benefit from an extra toilet and the Nurses had identified space within the centre for this facility.

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Each house had a laundry assistant who managed the washing, ironing and sorting of boarders' clothes. In some houses there was provision for boarders to wash their own clothes.</p> <p>Boarders reported that this system worked well although on occasion clean sports items were "borrowed" by desperate sports players.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
Boarders were able to buy stationery in the bookstore and also able to visit town each week.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
This standard was not applicable.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
<p>Students were accommodated on educational trips and exchange visits abroad and in the United Kingdom. The college took great care to check this accommodation wherever possible, and to ensure that only reputable school travel services were used.</p> <p>School staff that accompany students on such visits were sufficient to supervise students in transit and to be available to manage difficulties where necessary.</p> <p>Most accommodation used by the school had been used previously, or was reported on by staff for future use where it was new to the college.</p> <p>Appropriate risk assessments were carried out on equipment and facilities in accordance with the planning checklist. In addition an emergency plan was developed for each trip.</p>		

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

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.

Please limit your comments to one side of A4 if possible

The Commission for Social Care Inspection is working on the best way to include Provider responses in the published report. In the meantime, responses received are available on request.

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

Amendments to the report are necessary

YES

Comments are received from the Head

YES

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

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

YES

Note:

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

D.2 Please provide the Commission with a written Action Plan by 29 April 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head had 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 Hugh Carson of Malvern College confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>Hugh Carson</u>
Signature	<u>Headmaster</u>
Designation	<u></u>
Date	<u>5 May 2005</u>

Or

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

--

Print Name	<u></u>
Signature	<u></u>
Designation	<u></u>
Date	<u></u>

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

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