



Making Social Care  
Better for People

# inspection report

**BOARDING SCHOOL**

**Dover College**

**Crescent House  
Effingham Crescent  
Dover  
Kent  
CT17 9RH**

*Lead Inspector*  
**Alex Turner**

*Announced Inspection*  
**13th November 2006      09:30**

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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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](http://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](http://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

<b>Name of school</b>	Dover College
<b>Address</b>	Crescent House Effingham Crescent Dover Kent CT17 9RH
<b>Telephone number</b>	01304 205 969
<b>Fax number</b>	
<b>Email address</b>	admin@dovercollege.org.uk
<b>Provider Web address</b>	www.dovercollege.org.uk
<b>Name of Governing body, Person or Authority responsible for the school</b>	Mr. Christopher Hare Chairman Dover College Effingham Crescent Dover Kent CT17 9RH
<b>Name of Head</b>	Mr Stephen Jones
<b>Name of Head of Care</b>	Mrs Helen Tresidder
<b>Age range of boarding pupils</b>	11-18
<b>Date of last welfare inspection</b>	29 <sup>th</sup> & 30 <sup>th</sup> September 2003

### **Brief Description of the School:**

Dover College offers boarding for both boys and girls on a weekly or full-time basis. The accommodation is located within the Close of Dover College. There are four boarding houses. Two each for male and female pupils.

A resident Housemaster or Housemistress together with a Deputy Housemaster/mistress staff each house. Dover College has a strong tradition of pastoral care delivered through the House system.

All boarding pupils are given comfortable well-furnished accommodation. Sixth formers have a room of their own within each of the boarding houses. There is some facility for 11 to 15 year old pupils to share though the majority have their own rooms.

Boarding pupils have access to the School's facilities throughout the week and a programme of activities on Saturdays. Every Sunday throughout the year, an activity or an outing is arranged for the younger boarders. More senior pupils are able to participate in the Sunday programme but may choose to have some time of their own to work or socialise with other pupils.

Each boarding House has good entertainment facilities and House-based events, such as parties and outings.

The average fee at the time of the visit was £20,380 per academic year (all inclusive).

# SUMMARY

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

Two inspectors visited the school over three days in November 2006. Activities during the visit included discussion with pupils and staff, sampling of records, and looking round the school site with a focus on accommodation for borders. 116 pre-inspection questionnaires were completed and returned by pupils. The head master also completed a pre inspection questionnaire and self-assessment.

## **What the school does well:**

Young people are supported to stay healthy and keep safe.

Boarding is well managed and carried on by people with the right skills and experience to do so.

Boarders' opinions are valued and taken into account.

The school does well in making sure everyone is treated equally and can contribute to life at Dover College.

## **What has improved since the last inspection?**

The school has improved facilities for pupils including the upgrade of library services and the opening of a new sixth form block.

Recruitment of staff has been tightened up to make sure only suitable people are employed to work with children and young people.

## **What they could do better:**

The school could do better in the way it looks after medication.

Standards of accommodation and Internet access from, the boarding houses could improve. This has been recognised by the school and is addressed in its facilities audit and action plan.

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](mailto: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.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection



# 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):**

NMS 6, 15 & 24 - Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Boarders' health is promoted. Medical and health care needs are well managed. There is good quality catering provision.

## **EVIDENCE:**

Many of the students demonstrate health conscious behaviour through participation in the wide range of sporting activities available to them. A whole school swimming gala took place during the course of this visit. Personal health and social education is delivered through the curriculum and pastoral care. In addition effort has been made to organise for outside speakers to visit the school and talk to pupils about related issues. Records and conversation demonstrated that staff knew the school's policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders, and follow that policy in practice.

Dover College has an established medical centre providing for students medical and health care needs. The centre is carried on by qualified nursing staff with regular medical input. Students benefit from weekly doctors surgeries' though

can also attend the surgery in town at any other time. Feedback from students indicate there is an overall level of satisfaction with the service provided. Medication storage and documentation was reviewed. Three recommendations have been made.

Food was amongst the topics most frequently commented upon by pupils in the pre-inspection questionnaires and in discussion groups held during the visit. The quality of the evening meal was a subject of much debate and given as a reason by some boarders of the popularity of take away pizzas amongst them! Whilst it was widely acknowledged by pupils that they got to meet with catering staff and help plan menus dissatisfaction remained in this area. A recommendation has been made to review membership of the food committee and for there to be boarding staff representation on the committee and at the evening meal.

# 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):**

NMS 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 - Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

There are safeguards to counter the risk of bullying and abuse. Pupils are treated fairly and their views are valued by the school and taken into account. The school recognises and fulfils its duty to manage safety and access in relation to pupils and all those using its facilities.

## **EVIDENCE:**

Feedback from pupils indicates bullying is rare, the majority reporting no experience of its occurrence in the school. The school's position on bullying is explicit and conveyed in key documents distributed to staff and pupils. The position was reflected in the approach described by staff in the instances where this topic was discussed.

In relation to protecting from abuse the school has clear guidelines, policies and procedures informing practice and training in this area. There have been no child protection referrals made in the twelve months preceding this visit.

Boarders conveyed the view that discipline in the school is fair and proportional to circumstances. The range of disciplinary measures included in the school's policy focussed on promoting positive behaviour. The senior management maintain a clear overview of information about pupils' behaviour and the support that is being provided

Pupils gave some examples where their views have been sought and taken into account. Instances include weekend and evening activities, house decoration and improvements, menus and domestic kitchen supplies. Daily house meetings and school forums provide a means to express general issues, and face to face contact with staff the means to discuss individual concerns or upsets.

Records, observation and discussion with key personnel indicates fire safety systems are installed and maintained in line with the requirements of the standards. Pupils and staff were familiar with the procedures to follow in the event of a fire bell sounding. Safe working practices have been considered. The school has established in practice procedures to identify, analyse and manage hazards and risk.

Practice in each of the boarding houses took into account and respected the privacy of pupils accommodated.

Records, observation and discussion with key personnel indicates staff recruitment procedures are in line with the points specified in the standard. Measures are in place to help ensure unsuitable people do not work at the school and that pupils are protected from public intrusion.

# 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):**

NMS 14 and 18 - Quality in this outcome area is **excellent**.

This judgement has been made using available evidence including a visit to this service.

Boarders receive personal support from staff and do not experience inappropriate discrimination.

## **EVIDENCE:**

The pastoral system in the school helps to ensure all pupils have someone that they can go to and discuss problems and concerns. Houseparents, gap students, older pupils, domestic staff and friends were all included as were teachers, tutors and parents. Pupils were aware of the pupil counselling service. The service remit was discussed and it was felt there may be benefit in re-visiting the purpose, and functions of the provision. The suitability of venue was criticised for poor sound insulation and cramped accommodation.

Dover College promotes a culture of participation and contribution. All pupils have equal opportunities to engage with and benefit from school activities. The school's International Study Centre support students for whom English is not their first language. The school accommodates pupils from diverse and varied backgrounds; where a preference is apparent the school has taken action to provide for religious or cultural observances.



# 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):**

NMS 12 and 19 - Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Boarders are able to contribute their opinions to the operation of boarding in the school and to maintain private contact with their parents and families.

## **EVIDENCE:**

Pupils gave examples of instances where their views have been sought and taken into account. These include weekend and evening activities, house decoration and improvements, menus and domestic kitchen supplies. Daily house meetings and school forums provide a means to express general issues.

Internet access was amongst the topics most frequently commented upon by pupils in the pre-inspection questionnaires and in discussion groups held during the visit. At the time of this visit internet connectivity had yet to reach the boarding houses. The school has recognised there is a need to make this a provision and is working to achieve such by September 2007. Within reasonable limits boarders were free to have unrestricted contact with their parents by whatever means most suited to their circumstances. Parents and relatives may visit and are welcomed by the school.





# 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):

NMS 40, 42 and 44 - Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Boarders are provided with satisfactory accommodation.

## EVIDENCE:

The standard of accommodation varies across the four boarding houses. The maintenance requirements are considerable. General level of upkeep was to a fair standard in most areas. Bathroom facilities in School House did not provide for much privacy and boarders there frequently commented on a poor water supply to the showers. The common room and day area in St Martins is in much need of the planned upgrade. The rolling programme of maintenance and improvements needs to continue. The school has done well to provide mostly single rooms. Where rooms are shared, space and age considerations have been taken into account.

# 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):**

NMS 1, 23, 31 and 34 - Quality in this outcome area is **excellent**.

This judgement has been made using available evidence including a visit to this service.

Dover College publishes accurate information about the principles and practice of boarding in the school. The senior management team provides sound leadership and maintains a good oversight of the schools operation. Boarders benefit from good levels of supervision and support from suitable staff.

## **EVIDENCE:**

Information about the school's boarding principles and practice is available. The school prospectus, house handbooks and regular newssheets and

magazines all serve as means of promulgation. This information is included in joining packs and other material provided to new and prospective pupils and their parents. The whole school approach draws heavily from the boarding provision and this has contributed to the excellent integration between different aspects of the school's provision.

The headmaster together with other senior personnel keep an operational overview of safety, behaviour and performance issues across the range of school business and activities. It was found that where the system of monitoring has highlighted issues requiring action this has been followed through.

Boarders benefit from a good level of staff supervision. In each of the houses visited there was always at least one adult (with access to support) at all times when boarders were present. Often the number would be greater than this. Housemasters and housemistresses manage the boarding accommodation. They lead a small team comprising of domestic staff and tutors, a designated second in charge, and in some cases gap year students. Boarding staff, especially those that live in, demonstrated enormous commitment to their role in looking after boarders. The school has done well to recruit a new key member of boarding staff. This addition will fill an important gap in the staffing complement in one of the houses visited.

Training for boarding staff includes an induction. For new housemasters and housemistresses this is completed by the deputy head of the school and informally via house meetings. Opportunities to gain qualifications in boarding practice have been provided. Currently one of the housemasters is working towards achieving the Boarding Schools Association qualification in boarding practice. There is a system of annual appraisal.

# 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>
<b>6</b>	3
<b>7</b>	X
<b>15</b>	3
<b>16</b>	X
<b>17</b>	X
<b>24</b>	3
<b>25</b>	X
<b>48</b>	X
<b>49</b>	X

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	X
<b>40</b>	3
<b>42</b>	3
<b>44</b>	3
<b>45</b>	X
<b>50</b>	X
<b>51</b>	X

# SCORING OF OUTCOMES

## Continued

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

Are there any outstanding recommendations from the last inspection?

### **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.		The school should review and update the written protocol on the provision of non-prescription 'household' medicines to boarders.	
2.		The school should ensure that any medication received into the school for dispensing to pupils is correctly packaged and labelled with the prescribing instructions.	
3.		The school should aim to ensure boarders keeping and administering their own medication are assessed by staff as sufficiently responsible to do so, and are able to store their medication safely and appropriately.	
4.		The school should re-visit the purpose and functions of the independent counselling service and review the suitability of its current venue.	
5.		The school should review membership of the food committee and include a member of boarding staff. A member of boarding staff should also attend the evening meal on a regular and frequent basis.	
6.		The shower facilities in School House should be upgraded.	

## **Commission for Social Care Inspection**

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