



Champions for
Social Care
Improvement

inspection report

Boarding School

Felixstowe International College

Maybush Lane

Felixstowe

Suffolk

IP11 7NA

11th November 2003

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**

Felixstowe International College

Address

Maybush Lane, Felixstowe, Suffolk, IP11 7NA

Tel No:

01394 282388

Fax No:

01394 276926

Email AddressWeb site www.fic-school.co.uk**Name of Governing body, Person or Authority responsible for the school**

N/a

Name of Head

Mrs J Lee

NCSC Classification

Boarding School

Type of school**Date of last boarding welfare inspection**

24.06.00

Date of Inspection Visit		11th November 2003	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	David Welch	077308
Name of NCSC Inspector	2	Anna Rogers	
Name of NCSC Inspector	3	N/A	
Name of NCSC Inspector	4	N/A	
Name of Boarding Sector Specialist Inspector (if applicable):		N/A	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
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		N/A	

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Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

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Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
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Part C: Lay Assessor's Summary (where applicable)

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

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

This document summarises the inspection findings of the NCSC in respect of Felixstowe International 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.

Felixstowe International College prepares students from overseas, exclusively far-eastern countries, and principally Korea, for entry at a suitable stage to good English independent boarding schools. The college endeavours to improve their academic and social English, and their study skills in all academic subjects, so that they can take advantage of educational opportunities elsewhere, return to their own homes with a good working knowledge of English and, perhaps, armed with examination successes from the United Kingdom system. Whilst the proprietor said that in Korean schools English language is widely taught, the results are often that children have a very formalised, grammatical knowledge, but with little of the colloquial skill necessary to study in the UK. She intends that contact with the local culture will enable pupils to be able to communicate and develop a fluency sufficient to cope well with further academic studies in this country and to converse easily.

Most pupils stay at the college for one year, possibly more. No student is subject of a statement of Special Educational Need (SEN) as this is not applicable, but the proprietor said that some young people placed here might have some form of learning difficulty. At the time of the inspection the college had 20 students, 14 male and 6 female, between the ages of 8 and 17 years. There were also 2 mature students accommodated. The college states in the information for parents that the aims of the college are: -

- To enable pupils to become fluent in English and comfortable in its use in academic and social situations;
- To familiarise pupils with the English independent system and their English way of life, but not to discard their own cultures;
- To give pupils the experience of living in a boarding community, which has a family atmosphere, based on high standards and moral values.

Felixstowe International College (FIC) is situated in the town of Felixstowe and at the time of this full welfare inspection was located in accommodation previously used by Felixstowe College, an independent boarding school for girls, which closed in 1994.

Its current accommodation is in Maybush Lane, previously the Sixth Form boarding house for senior girls attending Felixstowe School.

The current accommodation is used for boarding, academic study, dining and for social purposes. It is situated in a residential area close to a small row of shops, including a supermarket and newsagent and about a mile from the town centre of Felixstowe. The building, quite modern in age, is surrounded by a small grassed area. The plot also comprises a large, possibly Victorian house. There are limited outside facilities for play, but the local sports centre is adjacent to the plot. There is parking space for a small number of vehicles.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Inspectors felt that the involvement of the School Sister was of particular benefit to students who is as much a 'mother figure' as a nurse. The administration of medication was generally of a high order. Students far from home might see the compactness of the college, while not providing extensive facilities, as comforting. The availability to Korean students of staff who speak their language is important. In this regard, students identified a range of people to whom they could talk if they were unhappy. Facilities for contacting families at home are good for Korean students, but limited for the 4 Chinese young people. The single study rooms were well received by boarders and serve as private spaces. Bathrooms, showers and toilets provide sufficient privacy. Students reported that there are plenty of activities they like. They feel that punishments are given out fairly. Pupils behave well and know the school rules. Risk assessments are generally well done. Introduction of the Student Council has provided a forum for boarder input. Staff/boarders relationships appear to be on a sound footing.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The college could better manage the care planning for boarders who have welfare problems, are isolated or particularly vulnerable. Some further efforts could be made to ensure that there is a continuing anti-bullying culture in which it is OK to 'tell', bullying, and bullies, is seen as unacceptable and those who do come forward are treated more sensitively. Efforts should continue to ensure that all staff in post have child protection training, that pastoral staff have child protection training to a higher level and the Nominated Person attends external training relevant to the role. Arrangements could improve for boarders to raise staff at night, particularly if the student is ill in bed. Recruitment procedures could be more robust. Written guidance for house staff could be more comprehensive and, possibly, available in a format that they understand.

The college could look at its admission policy. At the time of the inspection a very young pupil was in residence. He appeared to have little common language either with staff or other boarders although Mrs Lee assured inspectors that he did speak Korean. He was very young to be so far from his home and family and Mrs Lee should consider whether children of such tender years should come to FIC.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection took place over 3 days in November 2003. The inspecting team comprised 2 inspection officers employed by the National Care Standards Commission. No Boarding Schools Professional Inspector was present, as the college is not affiliated to any of the organisations that attract attention from the Independent Schools Inspectorate. All of the boarders were spoken with either individually or in small groups. Senior staff, those involved in pastoral care, 'extraneous duties', the independent visitors, administration and general

management were interviewed formally. Inspectors took meals with students and staff. Most National Minimum Standards were met. There was a small number of minor shortfalls and only 1 major shortfall. Recommendations to take action have been made on 8 matters to those responsible for the management of the college. In addition, 6 suggestions to improve welfare have been made.

Welfare Policies and Procedures (Standards 1 – 7)

Of the 7 standards in this section 5 were met.

Information relating to boarding is available, but in limited detail. There has been some bullying, but the Principal has taken action to bring this to a conclusion. Child protection training does take place, but inspectors have advised that efforts are made to ensure that all staff in post are appropriately trained. Pupils know the rules, are polite and well behaved. Punishments are fair with no idiosyncratic sanctions. Boarders can complain if they feel they have been unfairly treated. Administration of medication is good.

Organisation and Management (Standards 8 – 14)

Of the 7 standards in this section, 6 were met.

Risk assessments are well done. No imbalance exists between the boarding provision on male and female 'sides'. There is a sufficient number of activities. There is a fledgling Student Council and a prefect system. The range of people to whom students can go if they are unhappy is sufficient. Boarders complain that they do not have enough free time. No senior member of staff has been identified to take on the role of Head of Boarding or Head of Care.

Welfare Support to Boarders (Standards 15 - 30)

Of the 16 standards in this section, all but 3 were met.

Medical arrangements are satisfactory. Korean speakers are available, but the Chinese students should have immediately available an adult who speaks their language. Students can contact their families. They have somewhere safe to keep their personal items. There are no initiation ceremonies. The 'compactness' of the setting is an advantage. Students are divided in their views about the quality and quantity of the food. Inspectors did observe, and experience, its variation from almost inedible to tasty, appetising and pleasingly presented. The college does not act as guardian, but does use host families. Others do not use the college during the holidays. Newspapers and television is available. There should be better arrangements for calling staff at night.

Staffing (Standards 31 – 40)

Of the 9 standards in this section, 7 were met, there was a minor shortfall in 1 and a major shortfall in another.

Staff supervision is satisfactory. Staff are available at night (see comments within the body of the report). Staff have job descriptions. Staff/boarder relationships are good. CRB checks are made on new staff. The house staff handbook could provide more comprehensive information. The college must make more thorough checks when appointing new staff.

Premises (Standards 41 – 52)

There are 13 standards in this final section. Two are not applicable. Of the others, 10 were met.

The boarding accommodation consists of single studies. In only two bedrooms did the youngest boarders share facilities. Security remains satisfactory with alarmed doors and digital code locks. Students can, if they wish, personalise their bedrooms. There is a sufficient number of bathrooms, showers and WC's for the number of boarders currently

accommodated. For the college to admit more boarders additional facilities would have to be provided. The range of indoor and outdoor areas in which students can play and relax is limited. Inspectors have suggested that the college identifies additional Common Room areas, allowing separation by age and gender. Laundry facilities are adequate. There is a row of small shops close by. No field study centres are used or exchange visits made.

The inspecting team had no major concerns that would necessitate notification to the Department for Education and Skills.

In due course, inspectors will make a follow up visit to ascertain progress on implementing the recommendations made within the report.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

N/a

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	
		None	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS2	The inspectors noted from records and from talking to students and staff that there has been some bullying. One incident in particular had not been well managed by the college. There remained some on-going concerns by students. Following the inspection the Principal said that she had taken some action in respect of this issue. Efforts should continue to establish an anti-bullying culture and to combat any cultural beliefs that in this setting it is acceptable for older students to expect younger ones to defer to them simply on grounds of age.	Immediate and on-going
2	BS3	In a setting such as this, with a high turnover of staff, many part-time, it is important that a programme of child protection training is maintained so that everybody is up to date with the latest developments in the field. All staff should be child protection trained, pastoral staff to a higher level and any staff member identified as the 'Nominated Person' should attend child protection training appropriate to this role.	Immediate and on-going
3	BS8	There is currently no member of the senior staff who can be identified as 'Head of Boarding' or 'Head of Care' and who, as part of this role, is seen to establish and continue to develop the principles of boarding, supervise pastoral staff as a team or ensure consistency of approach to boarding. A senior member of staff should undertake this role and its responsibilities, as described.	Within the next six months, i.e. by the beginning of the new academic year, September 2004.

4	BS16	Students who require assistance at night, perhaps because they are sick, might find it difficult to attract the attention of the staff member on duty. The college should look into ways by which students who are unwell in their bedrooms could summon help. This could be by means of a call bell. These are available using wireless technology.	Temporary means should be introduced immediately and a more permanent solution found by September 2004.
5	BS17	Currently there is no co-ordinated approach to dealing with boarders about whom there are welfare concerns, who are isolated or particularly vulnerable. Few written notes are made and there is no care plan implemented. The college should consider adopting a care planning approach such that a named person, (the Head of Boarding would probably be the most appropriate person), is responsible for co-ordinating efforts to assist students who are causing concern, for developing a plan, monitoring its progress, reviewing the situation and bringing each case to a conclusion. Detailed notes should be kept on the personal file of the student concerned in all cases.	Immediate.
6		At the time of the inspection the college was playing host to 4 Chinese students. There was nobody on the staff who spoke Chinese and no adult had been identified from the locality who could assist. Inspectors were of the view that if the college is to admit Chinese students, it was not sufficient to rely on the students themselves to translate for their peers in certain matters. A Chinese speaker who is immediately available should be employed.	Immediate
7	BS35	It seemed to inspectors that the house staff handbook should be far more comprehensive if it is to be the basis upon which the people concerned are expected to exercise their pastoral duties. Efforts should be made to provide detailed written guidance for house staff in all aspects of boarding care.	Immediate.
8	BS38	The recruitment procedures were checked during the inspection. The college were not making all the checks, and keeping all the documents, referred to in standard 38.2. The checks identified within the body of the report should be made on all staff before they come into post and recruitment procedures should be as robust as possible.	Immediate and on-going.

9	BS46	Indoor leisure space is limited and currently facilities have not been provided so that children of different ages and genders can be separated, if they wish. Inspectors suggested that the college might wish to consider providing separate Common Room facilities for girls and boys. The college may wish to involve students in choices about decoration, furniture and fittings for any recreational leisure or 'chill-out' areas.	Temporary arrangements as soon as possible and a more permanent solution by September 2004.
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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
10	BS1	Inspectors were of the view that information about boarding principles and the residential experience in general was limited, especially for parents, and should be more comprehensive. Where there could be a language problem, the information should be in a form that parents can understand.
11	BS7	Inspectors gave some advice about establishing the security of health records and notes, which they suggest should be implemented. They suggest also that the health questionnaire should be translated into the language of choice for students.
12	BS15	Language difficulties, shyness or cultural differences might preclude female boarders from asking to see a female doctor and the School Sister should take the initiative in this regard. Inspectors advised that female boarders are asked at each consultation whether they wish to see a woman doctor rather than wait until they ask to do so.
13		Mrs Lee should make it clear to parents in writing that if they themselves make arrangements with guardians, this might constitute 'private fostering' in which case it is subject to notification to the Social Services Department in which the foster parents live.
14		It should be possible in a school of this size to provide a high quality hot and cold choice of dish at main meals and a vegetarian option, together with a variety of drinks.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• 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	NA
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	11/11/03
Time of Inspection	09.30
Duration of Inspection (hrs.)	23.25
Number of Inspector Days spent on site	5

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

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

8

TO

17

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

14

Girls

6

Total

20

Number of separate Boarding Houses

1

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

There is a handbook for parents and a useful one for boarders, although those who may not have a good grasp of English might find them rather confusing documents. The boarders handbook attempts to answer many of the questions that they might have and introduce some of the college's rules, which are quite strict. Many children will have some problem understanding what is written here.

Inspectors felt that the statement of boarding principles was rather scant and lacking in detail. Some additional printed information was provided by the school, but inspectors were not sure whether this was part of the handbook or whether parents are given it. If not, it should be included as it contains some of the information that National Minimum Standards recommend that parents should be given. There is no identifiable head of Boarding whose task it is to direct the boarding experience and develop the staff with pastoral responsibilities.

There is a coloured brochure with the college's DfES number.

The philosophy of the college is 'Friendship through Education' and the aims are to enable students to become fluent in English language, to familiarise them with the independent school system in this country and the English way of life, while not discarding their own culture and to give them the experience of living in a boarding community which has a family atmosphere.

The standard has been assessed as 'met', but the inspectors did have some misgivings about the depth of the information available especially in relation to the principles on which boarding is predicated.

Standard 2 (2.1 – 2.6) The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	2
<p>The inspectors interviewed every boarder, either in groups, or individually. They were informed, especially by the boys, that there persists the view in some circles that older pupils can expect younger ones to do as they say. Some boarders said that one or two of their peers appear to think that it is acceptable to hit younger pupils if they disobey. Clearly, this might be a cultural issue that the inspectors were not familiar with, but Mrs Lee said that it was not something she now recognised, or supported. However, some young people seemed to feel that it does go on within the college, albeit restricted to only one or two named individuals.</p> <p>It was with the above in mind that the anti-bullying policies and procedures take on a particular significance. The inspectors were of the view that Felixstowe International College's approach to anti-bullying practice remains reactive rather than pro-active. It certainly states that bullying must be confronted and that bullying incidents will be dealt with, but appears not to describe how an ethos or atmosphere will be established in which bullying is unacceptable. The inspectors had no doubt of the college's stance that bullying is not to be tolerated, but found the lack of written guidance worrying. There is a 'What is Bullying' paper and this mentions anti-bullying by means of class discussion, drama, role-play and assemblies, but this appears not to have resulted in an anti-bullying community.</p> <p>A further troubling aspect of the school's approach to bullying was found in records. When a male pupil said that he was being bullied it seems from what inspectors found that the stance taken by the college was not to believe what was alleged. All staff were asked to sign saying that when they were on duty they did not witness any bullying. It was subsequently seen that bullying had taken place on a number of occasions. In the inspectors' opinion this matter was not well handled.</p> <p>There is still some work to do to establish an atmosphere in which bullying is understood by all to be unacceptable and for this reason the standard is not fully met at the time of the inspection. Between the inspection and the formal feedback meeting Mrs Lee said that she had conducted her own enquiries into complaints that one pupil in particular was behaving aggressively towards his peers and took appropriate action to remedy the situation. She said that things had 'moved on apace'. Staff asked pupils to complete a questionnaire on bullying in the school. This is a welcome move.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	X	%

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**

The college is not up to date with child protection training in that the parent/housemother had not attended a training course. Neither had a younger female staff member with pastoral responsibilities, although she, in particular, had a very reasoned and sensible approach when asked how Teacher she would react in the event of a child protection incident or disclosure.

The last child protection course provided outside the college was attended by staff for whom it was not wholly appropriate while others did not attend. Clearly, those who attended had a very unsatisfactory experience.

The Director of Studies has been identified as the Nominated Person. Inspectors have advised that she should attend the appropriate course, say at Kerrison.

The intention should be for the college to keep all members of staff up to speed with child protection training with more advanced courses for those with pastoral duties or with responsibility for liaising with other agencies or perhaps for 'trickling down' the training to colleagues.

Those responsible for management are reminded that bullying can also be seen as a child protection matter.

For the reasons given above the standard was not met at the time of the inspection.

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>Boarders confirmed in groups that they know the school rules, what is expected of them and how they should behave.</p> <p>Inspectors found the pupils to be very well behaved, polite and keen to participate in the process.</p> <p>The pupils were almost unanimous in their view that punishments are given out fairly although they did complain about being given detentions and losing free time. Inspectors did see in the Sanctions record entries that related to loss of free time for being out of bounds, for sleeping with the light on and for 'chatting after French'. Boarders are also sanctioned for not keeping their bedroom tidy. Inspections take place every morning after the boarders get up.</p> <p>Physical restraint has not been used, but there is some written guidance for staff on the matter.</p> <p>The standard is met.</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?	3
<p>The complaints procedure given to inspectors pre-inspection includes the address of the local Area Office of the National Care Standards Commission, but could, usefully, also give the telephone number 01473 269050 and the name of the Lead Inspector.</p> <p>Inspectors were not given anything that approximated to a Complaints Procedure for parents and saw nothing in the college brochure to indicate that parents are so advised.</p> <p>Pupils are given information in the Pupil Handbook about what to do if they are unhappy.</p> <p>On balance, the standard is met.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		X

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 School Sister gives advice to some students on personal, social and health education. This group of staff, it was said, are not keen to deliver this topic within the curriculum. The School Sister said that she has a 'back to basics' approach, imparting some rudimentary anatomy and physiology, sex education and sexual health topics to students.

Students reported that they are told about living a healthy lifestyle.

Smoking is not allowed on the premises and staff are vigilant in this regard. Similarly, a strict approach is taken towards students having access to alcohol and illegal substances.

The boarders know what is expected of them in relation to the above.

The standard is met.

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 inspectors were impressed with the School Sister, who has been involved with the college for a number of years now. She said that each boarder has a health questionnaire, but she doubts whether the information given by parents is always up to date or wholly accurate. Consideration should be given to providing this questionnaire in a language that parents would easily understand. She often has to converse with students by means of gesture, signs and simple diagrams.

Health details are kept on a Kard-ex system. Inspectors advised that this should be kept securely so that the information is only shared on a 'need to know' basis.

A Sickness Record Book is kept in which it would be possible to discern patterns of illness, attendance at surgery or particular times when a boarder is often reporting ill health or pain. The School Sister was advised to sign and date this record monthly to show evidence of monitoring.

There is clear guidance on the administration of medication and for recording.

The standard is met.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

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

Inspectors felt that the boarding side of the college lacked really clear management and leadership. Nobody could identify the person whose role it is to develop the boarding practice. The Director of Studies plays some part in the operation, as does the General Manager who is the 'working Governor' who also acts as the Principal's 'advisor'.

The General Manager said that she is line manager for pastoral staff. Yet, this is a part time post (about one and a half days per week and additional 'popping in') and the person concerned has no caring role. Neither does she perform shifts on the boarding houses. She does not hold meetings with pastoral staff and she is not responsible for developing boarding practice and the underlying principles. Responsibility for boarding cannot be hers.

Inspectors appreciated that in a school of this size a 'stand alone' Head of Boarding or Head of Care may not be justified, but the Principal should identify somebody within the group whose responsibility boarding clearly is. Students spend more of their time in the boarding setting than in class pointing to its importance as a formative experience. Boarding is also at the heart of the living and sharing life, the formation of close friendships and the development of the self-reliance the handbook describes. Proper management and leadership of boarding is important in any boarding school, but even more so where young people are so far away from home.

Mrs Lee has developed considerable experience of boarding school life and besides the General Manager has a colleague who spends some weeks every year at the school offering her advice, expertise and support.

As previously mentioned, the General Manager is also a 'working governor'. However, the supervision and monitoring of boarding does not come within the governing body's remit and is more a periodic 'social' gathering.

Mrs Lee and her staff said that she does have telephone contact with some parents to whom she is quite close in relation to the welfare of their children. Inspectors felt that, taken outside the pastoral context, this could only blur the boundaries on management of boarding and confuse all concerned as to who is responsible for the provision. These conversations were not recorded and appeared not to form part of any coherent approach to dealing with a young person's problems.

With the above comments in mind, the standard is not met and there will be a firm recommendation that the proprietor identifies somebody with the required experience and qualification to undertake leadership of the boarding provision, including the support and development of the pastoral staff.

Standard 9 (9.1 – 9.3)

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

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

Some considerable thought has been given to the management of emergency circumstances. The college has the benefit of a risk assessment programme purchased from Suffolk Coastal District Council that covers most situations. The only advice that inspectors would offer in this area is that the 'monitoring boxes' at the end of each risk assessment should be completed.

Some additional thought could perhaps be given to what might happen in the event of major catastrophe such as flood or failure of utilities.

The standard is met.

Standard 10 (10.1 - 10.5)

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

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

Boarding arrangements effectively separate male and female boarders although they do live in the same building. Doors between the accommodation are alarmed after bedtimes and there are clear rules about access.

The standard of physical provision is very similar on both 'sides' of the boarding house.

There are separate bedrooms for the youngest boarders. These are the only bedrooms that are multi-occupancy.

Each 'side' has its own bathroom/showering and toilet facilities that are not shared by staff.

The standard is met.

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**

Nineteen of the 20 boarders said that there are 'plenty of' or 'just enough' activities they like. This represents a high level of satisfaction among the pupils.

Clearly, they would like more opportunities to go on trips out, including to the cities, but activities and leisure pursuits are available close by. The college depends largely on outside organisations for sporting activities. The brochure shows pupils engaged in camping, martial arts, horse riding, golf and trips to London.

Music lessons, including piano, guitar and drums are available at additional cost to parents.

Boarders did comment on what they perceive as limited 'free time'. They do appear to be engaged in study and extra curricula pursuits for most of the day. The brochure says that they do prep for 2 – 3 hours a day. Mrs Lee said that the youngest pupils have one and a half hours of prep and the older ones about 2 hours. The only prep free day is Saturday.

Boarders' free time is a target for staff if they transgress. The sanctions also include detentions that whittle away at boarders free time.

Boarders have recently had their e-mailing time increased to 3 x 1/2 hours a week. The internet time is supervised and there are safeguards to stop access to unsavoury sites or inappropriate material.

The standard is met.

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**

The Director of Studies informed inspectors that there is a Student Council. This is a recent innovation and the group has met on two occasions, the first to agree the parameters and the second to discuss topics of interest such as the forthcoming Christmas Party. The Director of Studies is hopeful that the Student Council will become a positive force for change.

It does take some change in management style to allow students a forum for discussion about the operation of the school and to take on board their sensible suggestions. Staff need to relinquish some of their own control if pupils are to see the arrangements as credible and worth their effort.

The standard is met.

Standard 13 (13.1 - 13.7)

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

Key Findings and Evidence**Standard met?**

3

A prefect system has recently been introduced. Prefects are not chosen by age, but from tutor groups. Prefects have a minor disciplinary role and assist the smooth running of the school. Selection was in the hands of teaching staff with the Principal having the ultimate decision.

Inspectors suggested that prefects are given training in their duties as the required communication skills and 'people skills' necessary to do the job well are not always innate.

The standard is met.

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

There is a range of people to whom boarders can speak if they are unhappy.

Inspectors noted the arrangements for 'independent listeners' who are a couple of older people who belong to a local organisation with Korean affiliations. They visit the college regularly about twice a month and have a meal with students. They are available to chat and play games. Inspectors felt that it was unlikely that students would single them out in order to discuss a personal problem or make a disclosure, but the arrangement is a positive move on the college's part. Their telephone number is given in the pupil handbook. They have been CRB checked and inspectors saw their disclosures.

Also available in the handbook is the telephone number of a Korean minister who is not a member of the college staff.

There is no bar on who a boarder may go to if they are unhappy or wish to discuss a personal matter.

Fourteen boarders identified their friends as listeners. Almost half said they would talk to their parents. Six said they would talk to 'younger staff'.

It was clear that the arrangements for support are satisfactory.

The standard is met.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- **Boarders receive first aid and health care as necessary.**
- **Boarders are adequately supervised and looked after when ill.**
- **Boarders are supported in relation to any health or personal problems.**
- **Boarders do not experience inappropriate discrimination.**
- **Boarders can maintain private contact with their parents and families.**
- **Boarders' possessions and money are protected.**
- **New boarders are introduced to the school's procedures and operation, and are enabled to settle in.**
- **Boarders' welfare is protected in any appointment of educational guardians by the school.**
- **Risk assessment and school record keeping contribute to boarders' welfare.**
- **Boarders receive good quality catering provision.**
- **Boarders have access to food and drinking water in addition to main meals.**
- **Boarders are protected from the risk of fire.**
- **Boarders' welfare is not compromised by unusual or onerous demands.**
- **The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.**
- **Boarders' safety and welfare are protected during high-risk activities.**
- **Boarders have appropriate access to information and facilities outside the school.**

Standard 15 (15.1 - 15.14)

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

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

The School Sister has a surgery at the college every weekday. When interviewed she said that she will also come at weekends, if required. She has given some staff a basic first-aid course, but she has some concerns about the St John's Book. She herself is CPR trained. She has covered minor illnesses and accidents and given some advice about conditions such as diabetes, epilepsy and asthma. She confirmed that there are no allergies this year among boarders.

She said that in order to communicate with pupils, which she appears to manage well, she uses a range of methods, including sign and gesture. She endeavours to use very simple language when explaining medical matters.

The School Sister said that she sees herself as a mother figure as well as the school nurse.

Her husband is the school doctor and therefore she has professional support close at hand.

Inspectors advised that female boarders are asked at each consultation whether they wish to see a woman doctor rather than wait until they ask to do so. Language difficulties, shyness or cultural differences might preclude female boarders from asking and the School Sister should take the initiative in this regard.

Records showed that boarders are taken to hospital when circumstances demand. Staff feel their 'in loco parentis' responsibility and often err on the side of caution, which sometimes results in a hospital referral when they felt it was not strictly necessary.

The school holds no responsibility to boarders in relation to their immunisation programme.

House staff are able to give paracetamol and when they do so they record the fact on the in-house cards. Any other 'home remedies' are also recorded in this way.

If students need to see a dentist or optician arrangements for them to do so will be made by the college.

The School Sister said that any medication that students bring with them from Korea (or China) is held by the college, as it is not possible to make an assessment as to strength or dosage. Some medications that are brought might not be licensed in this country.

Inspectors were able to see the School Sister's PIN. Her registration was in date.

The standard is met.

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?****2**

The college does not have a separate Sanatorium where students requiring isolation could be kept. However, the availability of single study rooms does allow any sick student a degree of separation.

If a sick student requires assistance at night it would be necessary for the student him or herself, or a friend, to rouse the member of staff on duty by ringing on her doorbell. This is not a wholly satisfactory arrangement. The college should look into ways of attracting the attention of the staff member, say by use of a call bell. These are available using wireless technology.

The standard is not met for the reasons stated above.

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**

Inspectors did not see any written document that approximated to a 'Care Plan' for boarders who may have particular welfare problems, have emotional or behavioural difficulties, or be especially vulnerable or isolated. It was clearly the case that such students have been, and were being accommodated at the college and the lack of this type of co-ordinated approach to care is worrying.

One young person had been identified as having a particular medical condition while two others were causing staff concerns in relation to their behaviour. Another had complained of being bullied. In none of these cases did it appear that a strategic approach had been agreed among staff with a named person taking responsibility for calling together key staff, formulating a plan of action, reviewing and monitoring its progress.

Inspectors saw that in one case the school's solution to a problem was for the student to leave the college. Management by removal should be a last resort.

The standard is not met owing to the absence of a co-ordinated approach to dealing with welfare matters.

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 ordinarily caters for students from Korea. Mrs Lee is Korean and there are one or two other people on campus who are Korean. In the last resort language is not therefore a problem for most students. However, at this inspection 4 Chinese students are also receiving their education at the college and nobody on the staff speaks that language. Communication with these young people is therefore a problem. Mrs Lee said that she is trying to identify somebody living locally who is a Chinese speaker, but at the time of the inspection she had not managed to do so. It is important that these boarders are not disadvantaged by not having immediately available an adult who speaks their own language.

Some students complained to inspectors that they are required to attend the services of the church to which the school is affiliated. It is stated in the brochure that the college is based on a strong Anglican faith and presumably parents will have made their choice of educational establishment with this in mind. The National Minimum Standards say that schools can expect their pupils to participate in the cultural and religious life of the school as selected by their parents.

Because the intention is to provide insight into the English way of life the food is predominantly English although some Korean dishes are prepared on occasions. In the time inspectors were on site a traditional Korean meal was served. It was appetising and pleasingly presented and very much appreciated by the students.

The brochure states that the aim of the college is that students will not discard their own culture.

For the reasons associated with the Chinese students' language difficulties stated above, the standard is not wholly met. A Recommendation will be made in relation to this.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Students confirmed that they are able to contact their families abroad in a variety of ways. Some had mobile phones. They use e-mail and fax facilities. Inspectors checked that the time difference between the United Kingdom and the Far East presented no problems for the students as far as contacting their families was concerned.</p> <p>Korean students are able to e-mail in their own language, but this facility was not available to the Chinese students and every effort should be made to provide this as a matter of some urgency.</p> <p>Contact information for adults outside the college hierarchy are provided in the Pupils Handbook.</p> <p>In the pupil questionnaire one pupil said that he could not use the telephone and inspectors followed this matter up with him (using an interpreter). Happily, it appeared to be a matter of not understanding the process rather than of being stopped from using this form of communication with parents and other family members. Nonetheless, it is important that everybody should be able to make contact with their family at suitable times and not understanding how to do it is just as debilitating as not being allowed to do so.</p> <p>The standard is met.</p>		

Standard 20 (20.1 – 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>Students have somewhere secure to store their valuables.</p> <p>Suitable arrangements are made for the holding and distribution of pocket money.</p> <p>Students are able to draw sufficient amounts from staff before the weekend.</p> <p>The standard is met.</p>		

Standard 21 (21.1 – 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>Most students remain at Felixstowe International College for one year only, with a minority returning for a second or third year. Thus, most students arrive together as newcomers and learn the rules as a group. Induction is a learning exercise for all concerned.</p> <p>No idiosyncratic rituals were described.</p> <p>There is a Pupil Handbook, but written in English, and until students have acquired a level of that language it will be of limited use.</p> <p>The compactness of the setting is an advantage.</p> <p>The standard is met.</p>		

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?	3
<p>The inspectors discussed with the Principal and with other senior staff the matter of guardians. It was confirmed that the college does not provide guardians for pupils. Mrs Lee should make it clear to parents that neither she nor any of her staff are able to act in this formal capacity for pupils.</p> <p>The college does provide host families for limited periods. They are not 'guardians' and both sides acknowledge this. Mrs Lee is aware that any accommodation, even during holidays and away from the college site that is arranged by the college, is taken into account when making the 295-day calculation.</p> <p>Inspectors looked at the recruitment of host families and saw that in each case a CRB disclosure had been obtained.</p> <p>The college should inform parents in writing that if they make guardian arrangements for their children during the holidays and if this extends to more than 28 days, in English law it might constitute 'private fostering' that attracts certain responsibilities on parents and on guardian. This is now particularly important following the publication of the Laming Report.</p> <p>The standard is met.</p>		

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

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

Mrs Lee and the Director of Studies described the procedure for maintaining oversight on sanctions, complaints and accidents.

In a small establishment like FIC senior staff are aware of what is going on quite well.

The General Manager monitors risk assessments.

Reasonable steps have been taken to reduce the possibility of accidents.

No concentrated trend was identified in respect to accidents.

The standard is met.

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 college has introduced a cafeteria-style arrangement for the serving of meals. Staff and pupils assist with this.

The last inspection by an Environmental Health Officer was on 28th November 2002. Inspectors were assured that in respect to the recommendations made by the EHO these had been actioned. They involved the provision of a supply of paper hand towels, minor repairs and cleaning.

In relation to training, the EHO required any student or member of staff who handles food or who has a supervisory role to have basic food handling training. The college responded to this by asking if the training could be provided in the Korean language. If this presents a problem, somebody at the college must attend an appropriate food handling and food hygiene course and 'trickle down' the training to others who are involved at the school.

Inspectors shared a number of meals with staff and students, eating in the college dining room. The quality varied markedly. Certain items provided for lunch on the first day of the inspection were almost inedible. Students were leaving the meat because it was so tough. The plates were cold.

Supper on the last day was, in contrast, tasty, and appealingly presented. The plates were warm.

A cook is engaged to work 40 hours a week Monday to Friday. At weekends the house staff cater. She said that the menu is English based with a Korean meal once a week. Rice of a type and consistency that is acceptable to the Korean students is used. This is good practice. Now that Chinese students are here Chinese meals are also provided on occasions.

The cook said that fresh fruit is available daily. Inspectors observed that this was the case.

The cook maintains a programme of fridge and freezer testing. The food cupboard was in good order with a balance of 'value' and quality items. Inspectors noted that not too much processed food was kept.

The students were exactly divided in their view of the food provided. 5 said it was very good, 10 said it was 'average' and 5 said it was very poor.

Inspectors were of the view that in a small establishment like Felixstowe International College it should be possible to provide high quality meals on every occasion with a hot and cold choice, a vegetarian option and salad bar.

On balance the standard is met, but those responsible are encouraged to consider whether the current arrangements are at all times satisfactory.

Standard 25 (25.1 – 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

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

Students have access to drinking water at all times.

They can prepare drinks and simple snacks using facilities that are outside the locked kitchen area.

The standard is met.

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**

A letter from the Independent Schools Registration Team, dated 18.06.02 stated that the fire safety arrangements were satisfactory. A fire safety requirement that looked for additional means of escape from the Principal's office had been implemented. A new fire door had been installed.

Students confirmed that they are aware of what to do in the event of an emergency, say a fire.

The Fire Log showed record of evacuation drills, including the time it had taken for everybody to get clear of the building.

There were no records of weekly tests of break glass points, monthly checks on the location and state of charge of fire extinguishers or tests of emergency lighting. While not mandatory, these are sensible precautions and should be undertaken at the suggested intervals.

The standard is met.

Standard 27 (27.1 – 27.3)
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	3
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Perhaps not surprisingly, students did complain about the lack of free time. They do work hard and are expected to do prep for between one and a half hours and two hours each day including Friday and Sunday. In addition, they are involved in activities, including music and sports. It is a quite demanding programme, but not onerous in the sense that students attend in order to 'soak up' the language and culture in a relatively short period of time.

Staff should consider carefully before using the restriction of free time as a sanction. It is an easy target, but other sanctions might be more appropriate.

The standard is met.

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?	3
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Mrs Lee confirmed that the college premises are not used by any other organisation during holidays.

Neither are children other than its own boarders accommodated on a regular basis.

Mrs Lee did explain that an ex-pupil sometimes comes back during half term. This arrangement worried inspectors, as the basis on which the young person was being looked after was not clear. The college authorities must be confident that any such arrangement does not fall foul of the 295-day rule in respect of any other boarding or guardian arrangements made for the pupil concerned by others.

The standard is met.

Standard 29 (29.1 – 29.6)
Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence	Standard met?	3
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The General Manager confirmed that the only 'high-risk' activity in which students take part is horse riding and for this protective headgear is worn.

When students receive instruction from people not on the school's establishment college staff are always present.

The college do not currently use any facilities requiring licensing under the Adventure Activities Licensing Regulations.

The standard is met.

Standard 30 (30.1 – 30.5)

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

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

The college do take a newspaper and television is available in the Common Room.

Students have access to the local shops. They know and understand the rules associated with this.

Inspectors suggested that the college might consider buying one or two of the more appropriate youth culture magazines or 'pop' music periodicals for the Common Room. These might lighten what was quite a Spartan atmosphere that had a rather 'institutional' feel about it.

The standard is met.

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

There are 20 boarders, 14 boys and 6 girls, being looked after by 2 female house staff at all times. Colleagues supplement these figures at other times. One of the house staff is a parent of two boarders and the other is a young ex-pupil.

A male member of staff does a duty one night a week during prep and two prep assistants are also available. Mrs Lee did have a parent assisting for a time, but this arrangement was not satisfactory and it was brought to a close.

Staff are available at all times during the waking day and at night as the house staff live in accommodation adjacent to boarding houses.

There are no 'exeat' weekends as pupils live overseas.

The standard is met.

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>Boarders can go out in small groups without a member of staff, but have to be of a certain age to do so. They understand the rules associated with going out. Staff are aware of who is on the premises and who is out.</p> <p>Inspectors did discuss with Mrs Lee strategies for allowing some relaxation of controls over where and when boarders are away from the immediate site.</p> <p>The standard is met.</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>Female house staff are available at night.</p> <p>Staff know who is in the house at night.</p> <p>Outside, and some inside doors, are alarmed.</p> <p>The standard is met.</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?	3
<p>Inspectors saw job descriptions for staff. Those for house staff had the General Manager and the Administrator line managing them. Neither line manager is involved in boarding care and one is part time. This is where a named Head of Boarding or Head of Care who was wholly responsible for the practice of boarding would be useful. S/he would be able to provide advice and guidance to inexperienced pastoral staff.</p> <p>No spouses or partners live on site.</p> <p>The General Manager described the difficulties of keeping all staff up to date with child protection training as the turnover of staff is high. Nonetheless, all staff, including ancillary staff, must have child protection training to an appropriate level.</p> <p>The standard is met.</p>		

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**

There is a handbook for house staff. Inspectors were interested to know how Korean staff are informed about the principles associated with boarding at the college. Mrs Lee said that she goes over the handbook with these staff explaining in their own language what is stated.

In the document provided pre-inspection, the section on welfare is extremely scant. It mentions eating disorders in less than 2 lines, directing staff to be aware of signs, and to the Principal in the first instance, but not giving any information as to what the signs might be.

House staff are reminded that in respect of other problems such as 'child abuse', bullying and drug abuse, the college policies must be followed as laid out in the Staff Handbook.

It seemed to inspectors that this house staff handbook should be far more comprehensive if it is to be the basis upon which the people concerned are expected to exercise their pastoral duties.

The standard is not met.

Standard 36 (36.1 – 36.4)

There are sound staff/boarder relationships.

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

There are clear cultural differences in this school, which caters primarily for Korean students. Relationships are quite formal although there is room for relaxed banter and good humour.

When given the opportunity on the pupil survey form to say anything about the people who work at the school, one pupil said that they are 'very kind'.

No favouritism or antipathy was seen.

Staff were concerned about a relationship between pupils and appeared to be at something of a loss as to how to handle it.

On balance, the standard is met.

Standard 37 (37.1 - 37.2)

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

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

Toilets are private, but the arrangement of showers means that in some areas there is a lack of privacy. This is not total, and pupils could not undress, shower, dry themselves and dress without there being another pupil alongside.

On pupil surveys boarders indicated reasonable satisfaction with privacy in bathrooms and showers, but a higher level of satisfaction with that in toilets.

There is no inappropriate supervision by staff of washing facilities, but pupils did want inspectors to remind staff about the need to knock and wait before entering their rooms.

Boarders are responsible themselves for their own personal hygiene.

The standard is met.

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**

The recruitment procedures were checked during the inspection. The college were not making all the checks, and keeping all the documents, referred to in standard 38.2, that is:-

- A check on ID
- Record that birth certificate and passport (where applicable) has been seen
- Copies of relevant qualifications (and a record that the *originals* have been seen)
- Written references, including one from the immediate previous employer (not testimonials that usually are addressed 'To Whom it may Concern')
- Direct contact with referees
- A written record of interview (including discussion of any gaps in employment history) and
- Contact with any previous employer where the work involved children or vulnerable adults

With the above in mind, the standard is not met and there is a major shortfall exposed here.

Standard 39 (39.1 – 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence**Standard met?**

3

CRB disclosures are beginning now to come through promptly. There was some evidence that staff had taken up their appointments before the CRB disclosure had been received and Mrs Lee was reminded that the transitional arrangements that had under certain circumstances allowed this to happen had been suspended. At the time of the inspection no staff member could take up their post before a satisfactory CRB disclosure had been obtained.

The General Manager confirmed that she has checked with the taxi company providing transport service to pupils that their drivers have all had CRB checks.

The standard is met.

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

The single study bedrooms were well received by boarders and much appreciated. They are reasonably furnished and fitted along College of Education lines.

Some of the older boys complained about the narrowness of the beds. There was some dissatisfaction with the level of comfort of beds. The youngest boys share a bedroom and have bunks.

The college would not be suitable for pupils with a physical disability that limited mobility.

The premises are clean and tidy.

The standard of decoration is bland and probably not to the taste of a young person. The Common Room is rather stark and certainly not a 'fun place'. It shares duty as a classroom and IT facilitate.

With the above provisos, the standard is met.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

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

The college has rules about who can go into bedrooms, and when. Male and female sides of the boarding accommodation are separate.

There are no day pupils.

There is no open access to the public and no footpaths or rights of way across the site although the perimeter is not secure.

Doors are locked from the inside and protected by digital codes in places. At night doors are alarmed.

The facilities are not hired out to the public.

The standard is met.

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**

One or two of the bigger boys said that the beds are a bit narrow and some other boarders complained that they are uncomfortable.

The arrangements for changing bed linen are satisfactory.

The four youngest boarders sleep in two shared rooms and have bunk beds. They should not be used beyond Year 8.

The boarding accommodation is full and it would be difficult to accommodate any more pupils. A door has had to be moved in order to increase the size of the boys 'side'.

All study bedrooms are single, with a window and appropriate furniture and fittings. Each has a wash hand basin and vanitory unit.

Boarders can personalise their bedrooms using the pin boards and some have done so, but not all. Those that have not been personalised do present as rather institutional and lacking in homeliness.

Staff accommodation is separate, but close by.

The standard is met.

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>Boarders have opportunities to do their prep in their studies. The doors have to remain open during prep time so that staff can supervise. With older students this does seem rather unnecessary as they could find themselves quite shortly in situations where they have to bring their own self-discipline to the activity. They could benefit from 'practising'.</p> <p>Mrs Lee did ask inspectors to suggest areas where some freedoms could be extended to students and this is an example. She and the Director of Studies may wish to discuss with older students the option of studying without direct oversight and perhaps with soft music. If their academic performance is seen to suffer because they are abusing the situation then action can be taken.</p> <p>Computer facilities are available in the Common Room</p> <p>The standard is met.</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?	3
<p>There are two separate WC's for the 6 female boarders. These were clean and both afford privacy. In the shower room the individual showers have an area for undressing. The bathroom was sparse and quite unfriendly with no attempt to soften the atmosphere. The water was extremely hot and those responsible for management may wish to consider the installation of regulatory valves to maintain the supply of hot water at a safe level.</p> <p>On the boys' side there are 3 separate WC's each with a wash hand basin, soap and hand drying facilities. There are 2 separate showers with space for undressing. There was a curtain rail, but no curtain provided across the undressing space. There is a bathroom, complete with plug, which is sometimes not the case, but again the area is Spartan and not very homely. Having a bath here would be an entirely functional activity and not one that afforded any pleasure.</p> <p>Additional WC's will be needed if the college finds room for more male boarders.</p> <p>The standard is met.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	9
Standard no applicable.		

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?****2**

This is not a big site and facilities are limited to a basketball practice court at the front of the building and a narrow grassed area at the back.

The college, by arrangement with the sports centre next door, has the use of some of its facilities. Mrs Lee said that the outdoor areas can be used reasonably freely, but inside facilities have to be booked ahead. And are timetabled into the college programme.

Recreational and 'chill out' facilities within the building are limited to a Music Room and the Common Room that doubles as a computer area.

Inspectors discussed with Mrs Lee the benefits of boarders having some additional space in which to relax. Space inside the building is at a premium. Facilities that could be released for this purpose are placed such that everybody would have to go through the girls' accommodation, which is clearly a problem. Staff would also worry about supervision.

Mrs Lee said that younger pupils can use the Music Room, but there are no soft areas where younger ones can relax or play games appropriate to their age.

The girls should also have a separate area where they can be together as a group in reasonable comfort.

Mrs Lee may wish to use this matter as a discussion topic with boarders.

Standard 46.2 calls for a range and choice of facilities that allows separation of genders and ages and the college is limited here so the standard is not met.

Standard 47 (47.1 – 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

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

Boarders know what areas are out of bounds.

There is a health and safety policy for staff, but inspectors did note that a member of staff sustained an accident in which he broke an arm. There were few written details of how this happened. Inspectors spoke with the member of staff concerned and he had no complaint about how the accident had occurred.

The college has a good risk assessment programme.

There appeared to be no high-risk areas within the building, such as open staircases or access to dangerous activities, no ponds, assault courses or bunkers around the site. Access to the area round the school is by way of a reasonably quiet side road. There is a designated crossing point to the shops across the main road.

The standard is met.

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
<p>The college is not required to have a separate sick bay.</p> <p>Sick pupils could be cared for in their own study bedrooms.</p> <p>The standard is met.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Laundry facilities are satisfactory.</p> <p>Boarders reported that their washing is done for them and returned efficiently.</p> <p>Fresh bedding is available at regular intervals.</p> <p>The standard is met.</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
<p>Boarders have access to a number of local shops close by. For other items, the town centre is reasonably accessible a short bus ride away or walkable. On occasions, trips are made to Ipswich and further afield. Boarders did not appear to be deprived of personal items.</p> <p>Boarders know the college rules about who is allowed to go out in small groups and who must be accompanied by a staff member. They did complain that sometimes staff make the 'excuse' that they haven't got time or are 'too tired' to go with them to the shops. This is an area that Mrs Lee may wish to look at. There is no reason why young pupils, in sufficient numbers, cannot go out to the nearby shops without staff as long as some thought has been given to the potential dangers and some pre-planning has taken place to inform youngsters about what they must do to be road and public safe.</p> <p>The standard is met.</p>		

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
<p>The college does not provide lodgings for students. The standard is not applicable.</p>		

Standard 52 (52.1 – 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

3

The college does not use field study centres.

Host families are used and a member of the college staff is responsible for ensuring that the accommodation meets current expectations and that everybody in the host household over 16 years old is checked and vetted.

There is written guidance for host families and students are invited to complete a questionnaire at the end of their stay with host families. Stays are not likely to be for more than a week or so at a time.

The standard is met.

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

A Lay Assessor was not part of this inspecting team.

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.**

We would welcome comments on the content of this report relating to the Inspection conducted on <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

YES

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

NO

Note:

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

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mrs J LEE of FELIXSTOWE INTERNATIONAL 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>JUNGSHILL LEE</u>
Signature	<u>J Lee</u>
Designation	<u>Principal</u>
Date	<u>25/3/04</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.