



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

The Royal Hospital School

**Holbrook
Ipswich
Suffolk
IP9 2RX**

Lead Inspector
Julie Small

Announced Inspection
20th March 2006 10:00 am

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
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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

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

Those outcomes are:

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

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

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

SCHOOL INFORMATION

Name of school	The Royal Hospital School
Address	Holbrook Ipswich Suffolk IP9 2RX
Telephone number	01473 326200
Fax number	01473 326276
Email address	headmaster@royalhospitalschool.org
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Cdre Bryan Burns CBE RN
Name of Head	Mr Howard Blackett MA (Oxon)
Name of Head of Care	Mr Howard Blackett MA (Oxon)
Age range of boarding pupils	11 to 18 years
Date of last welfare inspection	12 – 14/11/02 (inspection of boarding welfare) 20/11/03 (additional visit)

Brief Description of the School:

The Royal Hospital School is the largest independent boarding school in Suffolk and accommodates 628 pupils, all of whom, with the exception of one student, board on a full time basis. Young people boarding at the school are both male and female and ages ranging from 11 years to 18 years. Priority of entry is given to the children and grandchildren of seafarers. The school maintains positive traditions and values of the school, which both young people and staff, are committed to and proud of.

There are 11 boarding houses, one house Nelson houses upper 6th formers on a mixed gender basis. Other houses provide boarding provision for single gender boarders.

The school campus is extensive, and facilities are of a high order, which include a large chapel, swimming pool, laundry, stores, gymnasium and sports fields. The school is situated on attractive grounds and is within walking distance of the villages of Stutton and Holbrook. Ipswich Town is a short bus journey from the school.

SUMMARY

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

The inspection took place over three days, with the feedback provided on the fourth day. Four inspectors employed by CSCI and one BSPI (Boarding School Professional Inspector) undertook the inspection. Prior to the inspection a planning meeting with the headmaster was undertaken, a pre inspection questionnaire, head's self evaluation form, parent's handbook, student planner, statement of boarding principles and practice, policy on countering bullying, policy on child protection and complaints procedure for pupils and parents was received.

A pupils' questionnaire was undertaken by ISI (Independent Schools Inspectorate), who were inspecting the school simultaneously with CSCI, the results were provided to CSCI.

During the inspection interviews with staff members were undertaken including the headmaster, deputy headmaster, senior master, senior mistress, the catering manager, chaplain, bursar, the health centre sister and the child protection officer. The property services manager provided a tour of the campus. Nine boarding houses were visited, where a tour of each house was provided by two boarders, in each boarding house interviews were undertaken with the house master or house mistress, matron, the tutor and a group of six boarders. In each boarding house inspected usual boarding activity was observed during the evening and informal discussion with boarders were undertaken. A tour of the armoury was also undertaken.

Records inspected included boarders welfare records, sanction records, menus, the school magazine, staff recruitment records, child protection records, health records, training records, the matrons handbook, house handbooks, punishment records and gap student recruitment records.

Boarders and staff welcomed the inspectors and any information requested was provided promptly and openly.

What the school does well:

The school is a caring and relaxed environment where boarders and staff demonstrate pride and commitment to the ethos of the school. The relationships and interaction between boarding staff and boarders was observed and reported to be very good.

The care provided to boarders by boarding staff was found to be very good, boarding staff demonstrated a commitment to the safeguarding and welfare of the boarders, with a good knowledge of their individual needs.

Written guidance provided to boarding staff was found to be comprehensive and detailed.

The school has a commitment to the prevention of bullying and boarders spoken with said that they were confident that staff would support them if there were any instances of bullying.

The school provides a wide range of people who boarders can talk to about their personal problems, and boarders spoken with listed several staff they would approach if they were facing personal problems.

The food provided to boarders at meal times was found to be of very good quality.

The induction of new boarders is very good, with positive reports received from boarders with regards to their induction. The training and monitoring of prefects was observed to be positive.

Community work undertaken by boarders is positive, which assists in the social development of volunteer boarders.

What has improved since the last inspection?

There has been a new headmaster and deputy headmaster employed since the last inspection, feedback received from staff and boarders regarding the changes made at the school were mainly positive. The leadership of the boarding provision was found to be very good.

There has been a recent development of a student survey, which will be used in the future.

Welfare records now show support provided to boarders with specific welfare needs including homesickness and aspergers syndrome.

What they could do better:

Medicines held in some boarding houses were out of date. Not all staff administering medicine was aware of the effects of certain medication prescribed to boarders including the arrangements for administering controlled drugs. Inspectors were satisfied that this procedure was addressing pupils' health needs overall but recommended there may be benefit from regular auditing of medicines in boarding houses. Staff members who administer medicines to boarders should receive up dated training from an appropriate professional medical advisor/pharmacist.

Not all boarding houses were separately recording incidents and accidents occurring (in addition to the information held by the health centre) and it is recommended that this be done for monitoring action taken by boarding staff.

The complaints procedure and details provided in telephone areas include the national telephone number of the Commission for Social Care Inspection (CSCI); it is recommended that the address and telephone number of the local CSCI office in Ipswich be added to this information.

It is recommended that when staff have received induction and child protection training this should be documented, showing who has received training and the date of the training.

The recruitment and appointment of guardians should have the checks set out in standard 38.

It is recommended that the school produce a policy and procedure on recognising and supporting boarders who may show signs of exhaustion or tiredness from undertaking activities and its possible effects.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

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)

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

6, 7, 15, 16, 17, 24, 25, 48, 49

Boarders' health is promoted and boarders are adequately supervised when ill. Boarders are supported in relation to any health or personal problems. Not all boarding houses have an appropriate system for storage of medicines. Boarders are provided with very good quality catering provision and have access to food and drinking water in addition to main meals. Boarders clothing and bedding are adequately laundered.

EVIDENCE:

The school has medically qualified staff on duty 24 hours a day, 7 days a week in term time. The Health Centre has 26 beds and has many of the associated facilities of a small hospital, including physiotherapy and dental clinics. Boarders who are unwell can be accommodated to take account of age and gender differences. GP surgeries are held and pupils have the chance to see a female doctor if they wish. Health care in the health centre is along hospital lines and nursing care of a high standard. Boarders said that if feeling 'under the weather' but not ill enough to go to the health centre they would be given 'TLC' of a homely type in their boarding house. Boarders spoken with said that they were able to call assistance from staff living in the boarding house if they were ill during the night, one boarder gave an example of when they had done this, and were supported by the matron. A counselling service is available within the arrangements provided for boarders at the health centre.

The pre inspection questionnaire states that there are six registered nurses employed at the school, all hold current P.I.N. with the N.M.C. A doctor's surgery in Ipswich is also accessed after hours and at weekends. Boarders are escorted to external appointments such as hospital by one of two hospital escorts or their matron. The pre inspection questionnaire states that physiotherapy; dentistry, orthodontics, counselling, vision testing, audiometry and smoking cessation are provided in the health centre.

Boarders hold their own inhalers and Epi-pens as appropriate to their need and age and, dependant on age, some students self-medicate. Inspectors observed that the administration of daily medication and the procedures were satisfactory, with written records being kept.

However, medicines were being held in some boarding houses that were out of date. Not all staff that administers medicine were aware of the effects of certain medication prescribed to boarders including arrangements for administering controlled drugs. This was discussed with staff with boarding house duties and the Head Teacher. Inspectors were satisfied that this procedure was addressing pupils' health needs overall but recommended there may be benefit from regular auditing of medicines in boarding houses. Staff members who administer medicines to boarders should receive up dated training from an appropriate professional medical advisor/pharmacist.

Homesickness was reported as being sensitively dealt with, usually with the help of friends, older boarders or house staff. Support provided to boarders, identified problems and monitoring of boarders who were homesick or facing difficulties with their peers, the school, or other personal problems were well documented in boarders welfare records. Examples were provided by some boarders spoken with where they had received support from boarding staff, which included homesickness, friendships and one boarders shared an example of the support, which they said was excellent from the matron of their boarding house when they had been to hospital. One matron spoken with explained the support that had been provided to one boarder who had recently had a bereavement, which was handled sensitively and supported the boarder's individual needs. There were several very good examples of support provided when boarders have personal problems viewed in records and reported by boarders, which evidence that support provided is sensitive to boarders needs and caring. Boarding staff spoken with demonstrated an awareness of boarders well being and support they may require.

Not all boarding houses were separately recording incidents and accidents occurring (in addition to the information held by the health centre) and it is recommended that this be done for monitoring action taken by boarding staff.

Management of the school's catering service is through an outside catering agency and the quality of meals provided is very good. The menu provides a nutritious and well balanced diet and the choice of meals diverse. Healthy

breakfasts have been implemented as an alternative to the traditional 'full English' and a wide choice of hot and cold dishes, salads and vegetarian options available. Staff are suitably trained in the latest technicalities involved in food preparation and delivery.

Comments received from boarders to inspectors included a request for more salad and puddings to be available for the main evening meal, and for Sunday breakfast to be improved and to additionally offer the traditional fried breakfast. Some boarders requested that there be a toasters made available in the dining area, to enable boarders to make their own toast. Some boarders spoken with confirmed that they receive sufficient food during mealtimes, and some boarders said that they would like more food for their evening meal. One group of boarders spoken with said that if they have a later sitting for their meal, there are not always the choices available for those having earlier sittings. Boarders spoken with said there is a food committee, where they have the opportunity to share their views about the standard of food.

Inspectors participated in the school's mealtimes and all agreed that the food sampled was of very good quality. Each meal time provided a good choice of dishes including a vegetarian option, a choice of drinks was also provided. Queuing during meal times was observed to be well managed, with boarders attending varied 'sittings'. The dining room was large and provided sufficient seating and utensils, all of which were clean.

There was drinking water available in both the school and boarding areas. The school provides a shop where boarders can buy drinks and snacks and sit and relax when enjoying them, boarding houses also provide 'tuck' that boarders can buy and large fruit bowls were observed in each boarding house, which boarders can help themselves to. Boarding houses provided kitchen areas, including items such as fridge/freezer, kettle, toaster, where boarders can prepare snacks if they wish. Kitchen areas were well stocked with basics such as milk and bread, and various snacks such as frozen pizzas.

The school has good arrangements in place for the laundering of boarders clothing, including school uniforms, sports wear and bed linen in a large designated laundry. There are also good arrangements in boarding houses for boarders to be supported to launder their 'civvies', clothes worn for relaxing out of school time. Boarding houses were observed to provide satisfactory storage for clothing and bedding. All boarders clothing is numbered, which shows who it belongs to and which house they board in, ensuring that all clothing is returned to the right boarder following laundering.

Boarders spoken with confirmed that they receive personal, social and health education through PHSE sessions. There were clear information provided regarding the schools policies for alcohol, illegal substance and solvent abuse and smoking viewed in the parents and boarders handbooks. The school is a non-smoking campus. Boarders spoken with explained actions that may be

taken if they were found to be smoking, abusing alcohol, illegal substances or solvents while at the school. Boarding staff spoken with could clearly explain the school's policies and procedures in dealing with any of these incidents. The school's policies and procedures were viewed in the staff handbook, which included smoking, drugs and solvent abuse, alcohol and sexual activity, they were found to be comprehensive and were provided to parents and boarders. The policies clearly explained actions, which would be taken in the event of boarders undertaking these activities.

Boarders welfare records viewed included individual health and welfare needs and issues, including allergies, asthma, Asperger's syndrome and emergency contact in case of emergency. Records viewed in one boarding house, which the matron explained were sent by the health centre regarding treatment provided to boarders, included a tick box indicating if the parent, or individual with parental responsibility had been informed.

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)

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

2, 3, 4, 5, 13, 22, 26, 29, 37, 38, 39, 41, 47

Boarders are protected from bullying and abuse and the use of discipline is fair and appropriate. Boarder's complaints are appropriately responded to. The schools prefect system safeguards and promotes boarders welfare and all staff are subject to vigorous selection and vetting, however, the appointment of guardians require further vetting.

Boarders are protected from the risk of fire and safety hazards and their safety and welfare is protected during high-risk activities. Boarder's accommodation is secure from public intrusion and their personal privacy is respected.

EVIDENCE:

The school's complaints procedure was made available to boarders and parents on admission to the school. This was viewed and was comprehensive. Records of complaints were viewed and were found to be appropriate.

From comments received by inspectors during the inspection, boarders would be appropriately assisted to complain using the school's complaints' procedure. Boarders and boarding staff confirmed this to be the case and added that issues were usually resolved by being 'talked through' with the appropriate people in school. Everybody who was asked was clear that they could raise any issues that might concern them and that these would be appropriately dealt with. The inspectors were confident that boarders had been told how to complain and that they would be appropriately assisted to progress any concerns they may have.

The procedure contains national contact information for the Commission for Social Care Inspection (CSCI) and it is recommended that the address and telephone number of the local CSCI office in Ipswich be added to this information. Each boarding house provides a telephone booth, where details of the national CSCI telephone number and child line number are displayed.

There was a written child protection policy that was consistent with the requirements of 'Working Together to Safeguard Children' and the local Area Child Protection Committee procedures, however, these documents were not available in the school, and these documents should be obtained. It was reported that all staff had received child protection training and governors with particular responsibility for residential care had also been included in this. Staff have access to clear, step-by-step information about child protection and how to progress an allegation or a suspicion of abuse, which is provided in each boarding house handbook. Boarding staff spoken with clearly explained their role in reporting and recording information, who is their point of contact at the school for advice and support, the importance of not asking boarders leading questions if they make a disclosure of abuse and to explain to boarders about issues of confidentiality.

The school's policy and practice required staff to report to a designated senior member of staff any concern or allegation of abuse or other serious harm. All staff, including newly appointed and ancillary staff, had been given a briefing, either during an induction process or through direct training on the action they should take in response to such suspicions or allegations. There are staff members designated with specific 'welfare' responsibilities for boarders to talk to should they wish to do so. Training opportunities on child protection exist for teaching staff during Inset days and during separate sessions for other staff. Evidence was viewed that child protection training had taken place, however there were no evidence, which identified which staff had attended which dates and the content of the sessions.

There was a suitable policy on countering bullying that was clearly known to boarders and parents and which was implemented successfully in practice. There is a designated child protection member of staff, who works in consultation with the schools head master. The child protection worker was spoken with during the inspection and confirmed that they have a link with 'customer first', they have provided a briefing to all newly appointed staff, and updates to all school staff. The staff member also said that there was a power point presentation available for all staff, which could be accessed via the schools computer information system.

The school's policy was viewed regarding boarders missing from the school; there was also a clear procedure for incidents included in the boarding house handbooks.

The inspectors talked with boarders during the inspection about bullying. There was evidence to suggest that there was a strong anti-bullying culture in the school, and that boarders were aware of what would constitute bullying but were very positive about the action they would take to have this appropriately addressed, should it occur in any form. Boarders spoken with said that they knew that staff would deal with all bullying.

Examples of what constituted bullying was more likely to be confined to name-calling and verbal harassment. In discussion groups, boarders did not identify bullying as a problem at the school and were clear that should bullying occur it would be dealt with and suitable support and guidance provided. Inspectors felt that there was an inclusive and very supportive atmosphere where bullying was not tolerated and, if it did appear, it was immediately confronted appropriately.

The parents and boarders handbooks clearly explained the school's policy and procedure with dealing with bullying, forms bullying may take and encouragement to share any issues that boarders may be concerned with regarding bullying. Boarders' welfare records viewed indicated where boarders may be vulnerable to bullying or have the potential to bully, and monitoring of this.

The school has an 'ABC' (Anti-Bullying Counsellors) system, ABC's are boarders, all have received training which supports them in providing a 'listening ear' to peers who approach them. ABC's wear badges on their uniforms, which identify them if boarders wish to approach an ABC other than those in their boarding houses. Boarders spoken with identified ABC's as a further support in dealing with bullying, some ABC's were spoken with during the inspection and had a clear understanding of their role, including reporting and confidentiality, which they confirmed is clearly explained during their training.

The outcomes of a boarders questionnaire forwarded by ISI was provided to CSCI, 36% of returned questionnaires said that bullying was always effectively dealt with, 40% said that bullying was usually effectively dealt with, 19% said bullying was hardly effectively dealt with and 3% said that bullying was never effectively dealt with.

The school's policies on expectations of boarders behaviour and punishment and reward systems were viewed, and were found to be comprehensive, these were also included in the staff and parents' handbooks. Boarders were clear about the school's policy on discipline and prefects know the limitations of their authority. Boarders spoken with reported discipline fair and sanctions appropriate including those given by prefects. However, boarders spoken with in one boarding house said that they have received a 'blanket punishment' for the actions of one boarder and did not feel this was fair. A monitoring system was in place for the appropriateness of prefects' sanctions, being mainly additional house duties, and these were recorded in boarding houses, records were viewed, sanctions were found to be fair and not excessive. A central record of sanctions, including serious incidents, which resulted in the expulsion of boarders, was kept by the head master and was viewed by the inspectors, sanctions were found to be fair. Good and appropriate relationships between pupils and staff promote good order in the school.

Inspectors found two boarding houses, which evidenced very good reward systems, which included rewards for positive behaviour and actions demonstrated by boarders. One boarding house rewards were led by the head boarder who called out names of boarders who had excelled and they were provided with a 'lucky dip' prize, while being applauded by their peers. One group of boarders spoken with said that their positive behaviour was recognised by staff, and that they had been provided with a house party to raise their spirits.

The boarding prefects are provided with training, and each prefect has a prefect's handbook, which explains their role. Many prefects are also ABC's. Boarding prefects spoken with said that staff supported them; they were found to be responsible and had a clear understanding of their role. Boarding staff spoken with said that they monitor the boarding prefects. One group of boarders spoken with said that boarding prefects are supportive because 'they know what its like to be in our position, they know what we are going through'.

The school recruits guardians for some overseas boarders; all guardians had enhanced CRB (criminal records bureau) checks. However, the school does not currently make other checks on guardians set out in standard 38, which should be practiced when recruiting. Staff spoken with confirmed that the designated staff member regularly monitors guardians. All guardians are provided with contact details, during the school holidays in case of an emergency.

Staff recruitment records were viewed and were found to have undergone required checks, recruitment and selection. Two gap students' records were viewed and were also found to meet requirements. The pre inspection questionnaire states that the gap students are appointed on a one year basis from two schools in Australia each year. Staff spoken with confirmed that all adults living and/or working on the campus are subject to CRB checks, including those who provide a service to the school such as taxi drivers.

The school did not have agreements between the school and any adult not employed by the school, for example adult members of staff households, which specifies their terms of accommodation and guidance on contact with boarders in line with standard 39.4.

Boarders and boarding staff spoken with explained of evacuation procedures if there is a fire alarm. Records of fire drills were viewed which evidence that drills are undertaken at least once a term.

The school provides detailed risk assessments for high-risk activities, which were viewed. Inspectors were provided with a tour of the schools armoury, which was found to be safe and secure, and provided with appropriate checks by regulatory bodies and supervision by staff was provided to boarders when using the facilities at all times. There were risk assessments viewed regarding the environment, which were found to be appropriate in content. The school's health and safety procedure was viewed and was found to be comprehensive.

The bursar was spoken with and confirmed that they have responsibility for the health and safety of the school. The school has a property services team who have daily contact with boarding staff regarding required repairs, which are completed as soon as possible. Boarding staff spoken with confirmed this. They also undertake health and safety checks of the grounds. During the inspection health and safety of the sleeping, living and recreational areas were found to be of a good standard, providing no significant hazards.

Boarders spoken with confirmed that their privacy is respected by boarding staff at all times, including when they are bathing, washing and changing. Boarding staff were observed to knock on the doors of all sleeping, bathing and toilet areas before entering, during tours of the boarding accommodation.

Boarding houses were observed to have entry key pads, for which staff and boarders have the access code. Boarders spoken with said that they felt safe and secure in their boarding houses. Boarders are clear about areas where they can and cannot access on the schools grounds. Boarders are supported in visiting their friends in different boarding houses during free time; however, visits are not in the sleeping areas. It was reported by boarders and staff spoken with that security is provided on the grounds during the night time. Some boarders spoken with said that some areas of the grounds are quite dark, however, inspectors found that areas used during the inspection were well lit.

During term time there is an expectation and a professional pride from staff that the house team devote themselves to providing supervision, support, and a full range of activities for boarders. The pastoral group in each boarding house is sufficient in number and the arrangements are such that pupils have adults on hand 24 hours a day to assist counsel and provide reassurance if required.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- 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)

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

11, 18, 27, 43, 46

Boarders have a range and choice of activities and have a range of safe recreational areas. Boarders have satisfactory provision to study and their welfare is not compromised by unusual or onerous demands. Boarders can expect not to experience inappropriate discrimination.

EVIDENCE:

Boarders spoken with said that there are lots of activities available at the school, which they could choose to take part in. Some boarders said that they choose how much and how little they take part in, one boarder said that they enjoyed all activities and were often tired trying to meet their commitments. Boarders reported various activities which were available to them out of school time which included various sports activities, playing musical instruments in a band, singing in a choir, CCF, drama, at the time of the inspection a group of boarders were observed rehearsing to stage 'The Crucible'. Boarders also said that they were provided with free time where they can play games, watch television, play video and table games, boarding houses were observed to provide various board games, table games, such as snooker, television, DVD, and music centres. One group of boarders spoken with said that they had been provided with a party in their house, which they enjoyed and that they have some evenings when they watch television, play games and have pizza, 'like a sleepover party', which they said that they enjoyed.

Results from a boarders questionnaire include the question is there a good range of activities? 60% said they strongly agreed, 34% agreed, 3% disagreed and 2% strongly disagreed.

The pre inspection questionnaire identifies available activities for boarders such as canoeing, sailing, cross country, wall climbing and horse riding.

The school provides boarders with access to a range of safe recreational areas, both indoors and outdoors.

Boarders said that the school timetable had recently been changed, with an effort to provide them with more free time. Many of the boarders spoken with said that they did enjoy that the new timetable provided more time for sport activities, but all boarders spoken with said that they did not like the three days when school finishes at 16.35, because this takes away some of their free time. Responses from boarders who were spoken with varied from boarders stating that often they are exhausted at bedtime from school work, prep time and their activities, others stated that they managed their time well. It was recommended that the school provide a procedure for boarding staff supporting boarders who are having difficulties with their time management and are showing signs of exhaustion.

Boarders spoken with said that they have internet access which they can use to assist with their studies and for leisure, boarders confirmed that their internet access has blocks which prevents them from accessing unsuitable materials. One boarder spoken with said that they were unable to access web sites, which would assist them with their artwork; they said that they requested that they have access to the required sites, which was provided by the school.

Boarders study areas were viewed during tours of the boarding areas, the school was observed to provide suitable facilities for both organised and private study.

During a tour of the school, there were groups of boarders observed during their 'English as a second language' classes. Boarders spoken with confirmed that they are provided with support with their English. There were displays of historically influential black figures, such as Martin Luther King and Malcolm X in corridors of the school. Boarders spoken with said that they had faced no discrimination at the school regarding their race, religion and culture. One boarder spoken with said that they felt that staff viewed overseas boarders as being 'money bags'. One boarder spoken with said they would like the opportunity to see more of England while they were at the school. Two boarders spoken with said that their boarding house has set times for using their mobile telephones and said that the times do not take into consideration the time differences of their families who live overseas.

The pre inspection questionnaire stated that there were 24 overseas boarders from mainly Germany and Asia. Special events such as the Chinese New Year are celebrated, special dietary arrangements are provided if necessary, the school is a Christian school, however, a room is provided in the chapel complex for Muslim prayer for one student and separate sacramental arrangements for Roman Catholic boarders are made on Saturday evening.

Through discussions with boarders and staff it is evident that the school is committed to equal opportunities. The school provides an equal service to children and grandchildren of seafarers regardless of their financial situation and class. This was found to be an extremely positive aspect to the school, which they were proud of, all boarders regardless of their background and culture are provided with equal opportunities to all aspects of life at the school. Boarder's welfare records viewed showed support, which had been provided for boarders who had faced difficulties settling into the school.

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 receive personal support from staff.(NMS 14)
- 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)

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

12, 14, 19, 21, 30, 36

Boarders are enabled to contribute to the operation of boarding in the school. Boarders have appropriate access to information and facilities outside the school and can maintain private contact with their parents and families. New boarders are supported in settling in at the school. Boarders receive personal support from staff and there are sound relationships between staff and boarders.

EVIDENCE:

Boarders and staff spoken with reported that boarders are enabled to contribute to the operation of boarding in the school through the school's food committee and school council. One staff member spoken with said that there has been a boarders survey produced, which would provide boarders the opportunity to give their opinions about the school. One group of boarders spoken with said that there is a suggestions box at their boarding house, where they can put ideas or comments if they choose to. One group of boarders spoken with said that they could write to the headmaster with their comments about the service they received. In one boarding house the daily house meeting was observed, which provided the boarders an opportunity to receive information about the school and make comments if they choose to.

The pre inspection questionnaire states that boarders views are sought and taken into account on a house level, daily meetings with heads of house, weekly meetings with prefects, one or two prefects are assigned to each

house. The school council meets once every half term, food committee, school prefects and heads of houses meet regularly with the headmaster, deputy headmaster and/or senior mistress.

Students and staff write and publish a school magazine called LOBS, two copies were viewed. LOBS contained articles written by boarders including news and observations about the school. In one boarding house meeting a boarder was observed to ask volunteers from the house to write an article about their house for the magazine. Boarders spoken with said that they enjoyed the magazine; the headmaster said that the school supports the magazine. Newsletters are produced in individual boarding houses, one of which was viewed.

Boarders spoken with said that there were several staff members they could approach if they had any personal problems. All boarders comments regarding the support they could access from staff was positive. Staff members listed as providers of support included the boarding house matron, housemistress or housemaster, the school chaplain, their tutor, health centre staff and various teaching staff. Boarders can access support through a counsellor, who can be accessed through the health centre. The school chaplain said that there is an independent listener, who boarders can contact by telephone. Boarding staff spoken with said that the boarders tutors organise weekly tutor group meetings, where boarders can discuss problems they may have, as well as the individual support which boarders receive. The boarders and parents handbook clearly explains support that is available to boarders.

Relationships between boarding staff and boarders were observed to be very positive, which was confirmed by discussions with boarders and staff. During on discussion with a group of boarders, one boarder said 'our matron is awesome', this comment was supported by similar comments and observed interaction in all boarding houses visited. Boarders spoken with said that they are treated fairly and looked after well. However, there were comments from two groups of boarders spoken with that one individual staff in their boarding house did show favouritism towards some boarders.

Each boarding house has a public telephone which boarders can use in private if they choose to. Each telephone area includes a telephone number for childline and the national CSCI telephone number. Boarders spoken with confirmed that they could use the public telephone and obtain a telephone card from the boarding staff. Boarders also have personal mobile telephones, which they call their family on. Two boarders spoken with said that they use their mobile telephones at set times, however, they said that they felt that their parents lived overseas and the set times did not take into account the time differences. One group of boarders spoken with said that they have to use their mobile telephones in the hall of their boarding house, which does not provide privacy if they require it. All boarders spoken with said that they could contact their family using e-mail or letters. During a tour of a boarding house,

there were 'pigeon holes' provided for each boarder, where their unopened mail would be placed which boarders could collect their mail from.

The school's comprehensive procedure for the induction of new boarders was viewed. Information forwarded to the parents of new boarders and provided to boarders was viewed and observed to be informative and comprehensive. Boarders spoken with gave positive comments about their induction to the school. Two boarders said that they had come to the school before the start of term, which enabled them to become accustomed to the environment, they reported that they had enjoyed this time. Boarders and staff in one boarding house said that they operate a 'buddy' system, where they would be befriended by an existing boarder, to show them around and answer questions the new boarder may have. The school organises for older boarders to support new boarders to the school.

Boarders spoken with confirmed that they have access to the news through newspapers, which are delivered to the boarding house, television and Internet. One staff member spoken with explained the support they had provided during an outing boarders had been on, the staffing ratios explained were found to be appropriate.

Records were viewed which evidenced work the school were involved in through Royal Hospital School Community Action, which has both staff and boarders voluntary involvement in community work provided to 'serve the needs of local, regional, national and international communities' through providing their free time to these causes, the documents state that ' – will learn about themselves, other people and the lifelong commitment to active public service and civic responsibility'. Work that boarders have been involved in include fundraising for the tsunami appeal for schools in Sri Lanka, HM coastguard, Holbrook, The High Sheriff of Suffolk Community Safety Award, visiting people living in an older peoples home, and presenting music and drama events and Woolverstone Project, dinghy sailing for people with disabilities.

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)

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

20, 40, 42, 44, 45, 50

Boarder's possessions and money are protected and they can obtain personal requisites while accommodated. Boarders are provided with satisfactory accommodation.

EVIDENCE:

Boarding houses were observed to provide areas where boarders can secure their personal possessions, including lockers in one house, lockable cupboards in their bedding furniture or locks for their private bedrooms. All boarders spoken with confirmed that they are provided with a place they can lock their personal possessions away. Boarding house staff spoken with said that the boarder's parents pay their pocket monies to the school and kept in a safe place in the houses, pocket monies are distributed to boarders and records are kept. One boarding house has had some items stolen, however, these items had not been locked away in the facilities provided by the school. The school have acted appropriately regarding the situation.

Boarders can obtain stationary items and personal items from the school; boarders spoken with confirmed this.

Boarding accommodation was observed and found to be appropriately lit, heated, furnished, maintained and clean. Maintenance of the boarding houses is undertaken by property services, who have daily contact with boarding staff, who report any repairs that are required. The school has a refurbishment programme, where boarding houses will be refurbished, in turns. When each boarding house will be refurbished, boarders will move into temporary accommodation located in the music block. The temporary accommodation was observed and found to be suitable, boarders from the first boarding house to

be refurbished were spoken with, they said that they were looking forward to this and that it had not caused any disruption which caused them concern. Boarders were aware of plans for the refurbishment and how their boarding accommodation would be carried out.

Sleeping accommodation was viewed and found to be suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated. Boarders spoken with said that they were satisfied with their sleeping accommodation. Sleeping accommodation viewed was personalised with boarders' posters and personal items.

Toilets and washing provision was viewed in boarding houses and was adequate and accessible to boarders. Sufficient toilets, hand washbasins and showers were available in each boarding house. There are baths, which boarders can use if they choose to. Each boarding house provides adequate changing facilities for boarders.

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 placed in lodgings is safeguarded and promoted. (NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1, 8, 9, 10, 23, 31, 32, 33, 34, 35

A suitable statement of the school's principles and practice is available to boarders and staff and boarders are looked after by staff following clear boarding policies and practice and have adequate induction and continued training. There is clear leadership of boarding in the school and boarder's welfare is safeguarded and promoted.

EVIDENCE:

The school provides parents, boarders and staff with a comprehensive statement of the school's boarding principles and practice, these were viewed during the inspection, and was found to be up to date and reflected the current practice of the school.

The organisation of boarding houses was found to operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

The school was found to have clear management and leadership of the practice and development of boarding in the school. All senior staff involved in the leadership of the boarding provision were interviewed during the inspection and were found to have adequate experience and knowledge of their role. The senior team clearly work as a team, each being clear of their duties in providing a good quality boarding provision to boarders. There has been a new headmaster and deputy headmaster appointed since the last inspection. Feedback received from boarders and boarding staff spoken with during the inspection regarding the changes brought about by the new headmaster were all positive.

The school's policies and procedures were viewed and included the management of crises, including procedures for the outbreak of fire, complaints and significant accidents. The procedures viewed were found to be appropriate and to safeguard and promote the welfare of boarders.

The school's risk assessments were viewed and found to provide reasonable actions to reduce the risks. Records including risk assessments, complaints and punishments are monitored regularly by the head master. A central record of complaints and major punishments is kept by the head master; these records were viewed during the inspection.

Staff rotas were viewed in three boarding houses and were found to provide sufficient supervision to boarders by staff, this was confirmed with discussion with house masters and housemistress' about the supervision of boarders out of school time including night time. Boarders spoken with said that there is always enough staff in the houses to provide support, and they are aware of who is working.

Boarders spoken with said that they are required to sign in and out of the boarding house and should inform staff of their whereabouts and intended time of return. The boarding house signing in and out book was viewed in three boarding houses. One matron spoken with said that boarders are provided with contact details of staff at the school, to use if they are away from the premises during an emergency.

One staff member was spoken with regarding school trips they have supported boarders on, the number of staff to the ratio of boarders was found to adequate. The staff member clearly explained their role during the trips and actions they would take in case of an emergency.

All staff spoken with confirmed that they are in possession of job descriptions and are aware of the requirements of their roles. The requirements of roles and the schools policies and procedures are also clearly identified in the matrons' handbook and staff handbook, which was viewed during the inspection. Discussions with the head master and boarding staff confirm that

all staff are provided with regular appraisals. Records of the content of induction, e-mails to staff inviting them to attend sessions and the dates of induction were viewed. All staff spoken with said that they had received a good induction programme. However, there were no records indicating who attended sessions and what date they had attended. Boarding staff spoken with said that there were regular updates and offers of training made in regular matron's meetings, and some examples were provided of training courses attended, such as bereavement training. A recommendation that induction and training be documented to provide evidence training activities appropriately was made.

The head's self assessment form stated that the school does well by encouraging resident staff to attend BSA (Boarding School Association) training, that houses share a common well tread organisational structure, a strong sense of unity amongst senior house staff, regular meetings/evaluation of policies, crises management is good and there is regular contact between senior management and house staff.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	3
15	2
16	3
17	4
24	3
25	3
48	3
49	3

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	4
19	3
21	4
30	4
36	4

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	15	It is recommended that regular audits of boarding houses by health centre staff to be undertaken to ensure that out of date medicines are not stored.	
2.	15	It is recommended that training is provided to boarding staff on prescribed medicines, possible effects and the arrangements for controlled medicines	
3.	15	It is recommended that all boarding houses keep a designated accident book, in addition to the records kept at the health centre	
4	19, 5	It is recommended that the local Ipswich contact details of CSCI be included in complaints procedures and on helpline numbers in pay telephone areas	
5.	34	It is recommended that records are kept regarding staff training and induction	
6.	22	It is recommended that guardians appointed by the school are subject to the same recruitment checks as staff as set out in standard 38	
7.	27, 11	It is recommended that the school produce a policy and procedure on recognising the effects and providing support to boarders who may be showing signs of exhaustion	
8.	39.4	It is recommended that the school produce contracts between the school and adults not	

		employed by the school but living in the same building as boarding accommodation, in line with standard 39.4	
--	--	--	--

Commission for Social Care Inspection

Suffolk Area Office

St Vincent House

Cutler Street

Ipswich

Suffolk

IP1 1UQ

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI