

Shrewsbury School

Inspection report for boarding school

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Inspector	Dawn Taylor / Julian Mason
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Shrewsbury School (the School) was founded by Royal Charter in 1552 to serve as a school for boys in the town. It moved to its present site in 1882. Entry to the school is by selective examination at age thirteen. A small number of boys, around twenty, join the school at age sixteen. There are eleven houses at Shrewsbury School, nine for boarders and two for day pupils, each accommodating about sixty boys between the ages of thirteen and eighteen. A large number of pupils come from Shropshire and adjacent countries, but others come from a wide geographical area across the United Kingdom. Just over a tenth of pupils come from families where English is not the principal language, some through a link with Shrewsbury International School, Bangkok.

Summary

This was an announced inspection undertaken by four Ofsted inspectors and a boarding school additional inspector over four days. The inspection looked at the Boarding School National Minimum Standards under the Every Child Matters outcome groups.

The overall quality rating is outstanding.

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

Improvements since the last inspection

The School was asked to review and develop the child protection procedure to clarify within the policy how child protection referrals are to be made. The policy has been amended and clearly describes the action that would be taken to safeguard a child. The School were asked to undertake a risk assessment in relation to the multi-gym to identify any safety issues requiring action. Appropriate action has been taken to ensure systems are in place to monitor practice and safeguard pupils.

Helping children to be healthy

The provision is outstanding.

Pupils health and well being needs are being effectively promoted through professional and comprehensive services. Pupils have access to high quality medical treatment and first aid. A team of registered nurses are available in the School's sanatorium at all times for the treatment of minor and contagious illnesses. A doctor's surgery is held every week day in the sanatorium and a physiotherapist is available once a week. A Matron is resident in each of the boarding houses and each house has a sickbay area. The School operates a highly developed medication policy, procedure and practice guidance that specifically addresses the use of non-prescribed medication and pupils self medicating. Policies and procedures are in place for the safe storage and administration of medication. All medication in boarding houses is stored securely in line with local Primary Care Trust's pharmacists advice and the National Minimum Standards. This storage is not in line with best practice described by the Royal Pharmaceutical Guidelines so therefore the School intend to up grade these facilities. Staff are trained in the administration of medication and actively put into effect the School's health education policies and integrate these into their daily contact with pupils. Consent for medication and first aid is sought from parents and guardians on a recently revised form. However, some pupils' forms have not been updated and the old forms do not specifically include first aid and non-prescription medication consent. Pupil's welfare is promoted because a record is kept of the outcomes of all medical

appointments to ensure any ongoing concerns are addressed. Information regarding the health and medical histories of each pupil is gained as part of the School's admission process through proactive contact with families. This ensures individual's needs are identified and receive immediate and appropriate response when they are taken ill. The separate accommodation for sick pupils is of a very high standard and comfortable. Pupils have access to information and guidance with regard to health and social issues in age appropriate formats. These areas are also addressed formally through the School's curriculum. Boarders are relaxed and well informed when discussing personal, health and social matters. Pupils religious and health related dietary needs are met by a team of catering staff responsible for the provision and preparation of meals. These staff have a comprehensive understanding of what makes up a good balanced diet and have had training about nutrition to enable them put this into effective practice. All pupils are required to eat their main meals in a central dining room but can also buy food from the tuck shop and make snacks in the boarding houses. Menu planning is adventurous, integrates culturally appropriate food and encourages pupils to try new dishes. Flexible arrangements are made to take account of pupils choice.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Pupils safety is promoted because staff listen and take appropriate actions to ensure their welfare. Pupils are cared for in a warm and friendly atmosphere. Staff and pupils know that bullying is not tolerated and that staff act on any information that bullying might be taking place. Pupils welfare is safeguarded because staff receive regular in-house training in child protection and demonstrate excellent knowledge of policies and procedures. The designated child protection officer and key staff attend external training to maintain their knowledge of national and local child protection procedures and ensure that the School's child protection policy reflects local practice. Staff have responded in a very professional and knowledgeable way to any concerns about a boarder's safety. Boarders confirm that they feel staff give a high priority to keeping them safe. Pupils state that the School respects their privacy and confidentiality, that their concerns are listened to and they are supported to behave well. Positive behaviour is actively rewarded and inappropriate behaviour is addressed in a very fair and measured way. When a staff member commends a pupil for work achieved, the Headmaster will acknowledge the success through direct discussion in addition to a personal letter giving constructive feedback. Pupils are also proud of the colours they are awarded in recognition of achievement and endeavour. The School have a strong focus on promoting effective and supportive networks, for example, pupils are positive about the in-house monitor system and School's Praepostors who promote peer support and guidance. Boarders consider the School is good at caring, encouraging and communicating. A clear behaviour management policy together with an established structure and opportunities for the pupils to be guided to learn good social skills are having the positive effect of creating a harmonious environment in the School. The School has a clear complaints procedure and information about this is available to pupils and parents through written material. Pupils state that the School responds quickly to any concerns raised by them and pupils are proactively supported to raise any concerns or issue that they have. Pupils expressed confidence in the safety and security of the School. Pupils learn how to protect themselves in an emergency because they regularly practice the emergency escape drill and staff receive fire training. Safe procedures are in place to protect pupils through tests on fire systems and other electrical equipment at appropriate intervals. Environmental risk assessments are in place to ensure the School is fully informed about potential hazards to reduce risks. Staff recruitment files contain extensive evidence of recruitment checks that have

taken place prior to staff being employed. This includes an appropriate enhanced criminal record bureau check. All adults who visit the boarding accommodation are supervised by staff. This excellent practice ensures that young people are appropriately safeguarded. The School has thorough risk assessments for all aspects of the premises, grounds, boarders behaviour and activities, both on and off site. Particular efforts are taken to ensure that all areas used by the boarders are free from avoidable safety hazards.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Individual support to pupils is given high priority by the School. Pupils are benefiting from living in a School where both teaching and non-teaching staff are focused on their success, needs and achievements. Staff work in a very encouraging and supportive manner, and consequently the care, social opportunities and activities are outstanding. Pupils are very clear which member of staff they can go to for personal support and freely initiate interaction and seek help from a variety of staff across site. These include an allocated tutor and house based staff who ensure their continual care needs are met, and a range of staff who co-ordinate weekend, evening and house based activities. Pupils have ready access to a Listening Team of staff who provide a degree of counselling and the Chaplain who will provide support to any child. Pupils can also go to the team of independent listeners or, through referral by the doctor, a counsellor. Pupils are able to develop interests in a wide range of group and individual sports and activities with nurturing staff guidance. The well- established programme of social events provides pupils with opportunities that encourages them to achieve educationally and socially to their fullest potential. Extra curricular activities include sport, Thursday afternoon activities/Duke of Edinburgh/Combined Cadet Force (Army, Marines or RAF), societies, music, drama, art and weekend trips. Pupils can develop interests in areas as diverse as bee keeping, war games, climbing and debating. Across the School site there is a wide range of outstanding indoor and outdoor recreation facilities for the use of pupils including a new indoor cricket school and swimming pool. Pupils are proud of their facilities and their achievements, which have recently included success at national level in football, cricket, rowing and fives and winning at Henley. Shrewsbury School is a Church of England foundation, and Chapel retains its place at the heart of Salopian life. The School provides an environment where the value of quality and diversity is understood and promoted. The environment represents the individual and diverse identities of pupils and this uniqueness is celebrated in a way that promotes awareness and understanding.

Helping children make a positive contribution

The provision is outstanding.

Pupils are actively encouraged to contribute to the running of the School because their views and opinions are valued, which results in social cohesion and strong School and house identity. Pupils consider that they benefit from a supportive and educational system, which is open and inclusive. They also believe that by effectively communicating with them about matters concerning their own lives, progress and future, the School is helping them to be responsible and independent. The School's systems gain pupils views about matters affecting their daily lives and the general running of the School. This helps pupils to feel ownership of the setting and to be part of School community life. Pupils each have a team of house staff and a personal tutor who oversee and co-ordinate their care and education. The Housemaster and their spouse play a key role, guiding the spiritual and moral development of each pupil whilst promoting

strength, confidence and respect for others. All staff actively address any difficulties that pupils may have. Systems of listening to and obtaining the views of pupils are fully integrated into the running of the School and involve pupils in any developments or changes to School or boarding life. Essentially boarders believe they have a voice in the School and staff listen to them. Examples of where pupils' views influence significant developments include the food, school uniform and refurbishment of the tuck shop. The School demonstrates a very positive attitude to pupils' families and parental contact. This is demonstrated by the weekend of events held at the end of the first fortnight for parents of all new boarders. Pupils are supported to have appropriate private contact with friends and family. The School understands the value and importance of communication and contact with parents. Pupils are supported to take an interest in the outside world and have daily access to newspapers, telephones and the internet. In addition pupils are involved with community based activities such as the Combined Cadet Force, Duke of Edinburgh Awards and fund raising. In one boarding house the housemaster has encouraged the development of a website that promotes two leukaemia charities. Another group of students from across site are supported to attend Model United Nations Conferences two or three times a year and won the Paris event last term. The School also actively encourages on and off site events that bring in other educational establishments and the local community. The Music and Drama Departments provide a programme of activities and shows, often being successfully led by the pupils or their houses. Musicals, with a large cast, have been well received at the Edinburgh Fringe. The Lecture Fasti is published termly and details a wide range of weekly held events. The School also encourages social events between the pupils of different schools including membership to the sixth form common room and dinner events.

Achieving economic wellbeing

The provision is good.

The School provides a comfortable and safe living and working environment for pupils and teaching and non-teaching staff. The School has a very high standard of accommodation for its boarders. This accommodation is in the process of being significantly developed. There are eleven houses, nine for boarders and two for day pupils. One purpose-built boarding house has been completed and a further two boarding houses have been totally redeveloped and refurbished. In addition, one house has been substantially refurbished. All of this work has been completed to an outstanding standard. The School is now continuing to follow its development plan to ensure all other boarding houses are developed to the same high standard. This work demonstrates the commitment by Shrewsbury School to safeguarding and promoting the welfare of boarders and staff living on site. The accommodation provided for boarders is very comfortable, well heated and lit. Pupils can choose to decorate their bedrooms and many are personalised, which helps pupils take pride in their surroundings as well as helping them to develop ownership of the environment. All pupils are proud of their houses. There are an appropriate number of washing facilities. All accommodation is maintained to a good standard by a team of support staff. These are employed by the school, as opposed to external contractors, and are very loyal and knowledgeable in an emergency. The support staff are integral to the School's success and are involved at more than one level with the pupils, with some involved in coaching roles for sporting activities. The School provides each pupil with a lockable secure place where they can keep their possessions. There are very effective systems for recording pocket money held on behalf of boarders. The School has their own transport so as to enable the pupil to access the wider community. The grounds that surround the School are beautifully maintained and offer the pupils a safe environment in which to relax or pursue sporting activities.

Organisation

The organisation is outstanding.

Boarding at Shrewsbury School is promoted and developed by a very effective and coordinated management and staff team. Shrewsbury School has a Statement of Boarding Practice and Principles, which is clear and concise. Written documentation for pupils gives all required information to young people and their families on the services available. This includes the philosophy of care and the expectations of the School. The health and safety of boarders within the school and when off campus is taken seriously. The School's bursars ensure that this aspect of care is co-ordinated across the school site giving support to those with delegated responsibility for specific health and safety tasks. A range of relevant documents, including the accident log, reveal that there is proper assessment of potential risks to pupils within the school. These include: risk from intruders; use of apparatus during play; outings and spread of infections as well as other risks specific to other more specialised off-site activities. All these potential hazards are given due consideration and where necessary measures are in place to reduce them. Pupils enriched care and educational experience is underpinned by the School's coherent philosophy, values and strong management team. Sufficient investment is given to the development and training of its staff whose deployment and performance are effective. Boarders are kept safe and provided with good care as they have sufficient numbers of staff to look after them. Pupils are making good progress because staffing in the School is well organised and very effectively managed. Shrewsbury School has substantial strengths and a sustained record of delivering good performance and managing improvement. Where areas for improvement emerge the School recognises and manages them well. The senior management team provide effective monitoring and evaluation of relevant records and events such as the complaints, child protection and discipline logs. Staff and pupils at all levels are given numerous opportunities in forums such as meetings, e-mails and individual assessments, to help with the School's organisation and development. The depth and detail of consulting and planning is demonstrated in the work currently being undertaken by the School to introduced girls to the sixth form in September 2008. This consultation and regular communication ensures proper scrutiny and advancement of all aspects of the pupils' care. Any shortfalls in these areas are identified and addressed very quickly. This quality monitoring and other similar initiatives contribute to reports to the governing body and the school's overall strategic plan and implementation.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure written parental permission has been obtained in advance from all parents for the administration of first aid and non-prescription medication to boarders. (NMS 15.14)

Annex

Annex A

National Minimum Standards for boarding school

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).

Ofsted considers 6 and 15 the key standards to be inspected.

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 responded to appropriately (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; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

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

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)

Ofsted considers 14 and 18 the key standards to be inspected.

Annex A

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)

Ofsted considers 12 and 19 the key standards to be inspected.

Achieving economic well-being

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)

Ofsted considers 51 the key standard to be inspected.

Organisation

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 managed effectively (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 supervised adequately 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 which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow 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)

Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.