INDEPENDENT SCHOOLS INSPECTORATE

CHRIST'S HOSPITAL

BOARDING WELFARE

INTERMEDIATE INSPECTION

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Full Name of School	**Christ's Hospital**
DfE Number	**938/6011**
Registered Charity Number	**1120090**
Address	**Christ's Hospital** **Horsham** **West Sussex** **RH13 0LJ**
Telephone Number	**01403 247432**
Fax Number	**01403 255283**
Email Address	**enquiries@christs-hospital.org.uk**
Headmaster	**Mr John Franklin**
Chairman of Governors	**Mr Michael Hiard**
Age Range	**11 to 19**
Total Number of Pupils	**880**
Gender of Pupils	**Mixed (445 boys; 435 girls)**
Number of Day Pupils	Total: **67**
Number of Boarders	Total: **813**
	Full: **813** Weekly: **0**
Inspection Dates	**24 Nov 2015 to 26 Nov 2015**

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PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014, as amended. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection.

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

(i) an exhaustive health and safety audit;
(ii) an in-depth examination of the structural condition of the school, its services or other physical features;
(iii) an investigation of the financial viability of the school or its accounting procedures;
(iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

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INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff, the chairman of governors and the chairman of the governors' education committee, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Rodney Fox	Reporting Inspector
Mrs Sarah Godfrey	Team Inspector for Boarding (Assistant Head (Pastoral), HMC school)
Mr Jeremy Hallows	Team Inspector for Boarding (Head, HMC school)
Miss Tanya Lee	Team Inspector for Boarding (Deputy Head (Pastoral), HMC school)
Miss Margaret Pepper	Team Inspector for Boarding (Former Head, ISA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Christ's Hospital is a co-educational boarding school, with a very small minority of day pupils, catering for nearly 900 pupils between the ages of 11 and 19 years. Its aim is to enable all boys and girls to achieve their full academic potential and develop their talents, ideas and interests, in a caring community which fosters respect for others, self-confidence, a sense of service and a love of learning. Since 2007 the school has been an independent educational charity governed by its trustees, running alongside the original charitable foundation, which funds or arranges funding for means-tested bursaries for a large majority of the pupils.

1.2 The school was founded in 1552 by the gift to the City of London of the former Greyfriars' monastery in Newgate Street to provide a home and education for destitute children living on the streets of London. Over the succeeding centuries the school has continued, with the support of the Corporation and livery companies of London, to fulfil its founding mission to enable boarding education for children whose home circumstances make boarding a need. Now situated in West Sussex, close to the market town of Horsham, it occupies an extensive site with substantial buildings, some dating from the school's move to Horsham in 1902 and some reflecting the continuous development that has occurred since. Boarders are accommodated in one of eighteen houses, two of which are co-educational houses for pupils in their final year, all situated centrally within the school site.

1.3 Since the previous inspection in 2012, the school has started to admit international pupils and expanded the International Baccalaureate Diploma Programme, with over 80 pupils now taking this. In September 2015, the school opened a new languages and resources centre, which houses five departments and the school library.

1.4 The school had 880 pupils at the time of the inspection. Of the 51 pupils identified by the school as having special educational needs and/or disabilities, mostly mild dyslexia, 34 receive specialist support. A small number of pupils have an education, health and care plan or a statement of special educational needs. In addition, 120 pupils have English as an additional language, 80 of whom receive extra help with their English language skills.

1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	**NC name**
Second Form	Year 7
Third Form	Year 8
Little Erasmus	Year 9
Upper Fourth	Year 10
Great Erasmus	Year 11
Deputy Grecians	Year 12
Grecians	Year 13

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2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Take steps to address the pupils' concerns with respect to food.
2. Establish a process for the regular review and audit of practice in the boarding houses, linked to individual house development planning.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was part of an integrated inspection undertaken by ISI in November 2012. No recommendations for improvement were made which were relevant to boarding welfare or provision.

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3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

3.1 The school meets all the NMS under this section.

3.2 A wide range of induction strategies supports new boarders. Boarders can readily identify a number of staff who will offer guidance and help when necessary. Contact details for independent listeners, the Children's Commissioner and other helplines are displayed in all houses. [NMS 2]

3.3 Comprehensive policies for healthcare are effectively implemented so as to promote the well-being of boarders. Sick or injured pupils are appropriately accommodated according to gender, and a full range of health services is available, either on site, where it is overseen by suitably qualified staff, or by arrangement with local specialists. Rigorous systems for the management of medication are carefully implemented, and dispensing is suitably recorded. Medicines are stored securely. Boarders may self-medicate, following suitable risk assessment. Confidentiality is appropriately respected. [NMS 3]

3.4 Boarders can readily contact their families, confirmed by the responses of a very large majority of the boarders to the pre-inspection questionnaire. [NMS 4]

3.5 Boarding houses are well organised and managed. All boarders are provided with suitable sleeping accommodation and a range of study and social spaces. All accommodation allows appropriate separation of both genders and age groups. Toilet and washing facilities are hygienically maintained, provide privacy and are of sufficient number. Boarding accommodation is suitably furnished, cleaned and maintained. Lighting and ventilation are appropriate. Some rooms are reported to be cold, but additional heating or extra blankets are provided if necessary. Work to install secondary glazing in the rooms affected is underway. Boarding houses can accommodate boarders with restricted mobility. Boarders can personalise their own spaces if they wish. Boarding areas are appropriately protected from access by unauthorised individuals. Visitors to boarding houses are suitably supervised. Security measures do not impinge on boarders' privacy. [NMS 5]

3.6 In the pre-inspection questionnaire, a majority of the boarders responding expressed some degree of dissatisfaction with the food. Inspectors found that the requirements to provide suitably nutritious, varied and appetising meals that are sufficient in quantity, provide choice and cater adequately for those with special dietary, medical or religious needs are met. Discussions with boarders about the food indicated no single cause for dissatisfaction. Most boarders in interviews said that, although they usually enjoy the food, it is inconsistent, especially in the evenings, although inspectors did not experience this. The ingredients supplied to the houses to make evening snacks and drinks are of limited variety, mostly only those needed to make toast, as indicated in responses to the questionnaire by a minority of the boarders. The dining hall and kitchens are spacious and provide suitably hygienic accommodation for the preparation and consumption of meals. They are accessible to disabled pupils or staff as necessary. [NMS 8]

3.7 A suitably efficient laundry service is provided. Boarders can obtain personal and stationery items from the school shop. A small minority of boarders indicated in questionnaire responses concern about the safety of their possessions. Inspectors found that lockable spaces are provided in boarders' rooms and in house kitchens, and house parents will secure items if requested to do so. An appropriate policy on

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when and how to conduct searches of pupils or their possessions follows official guidance. [NMS 9]

3.8 Boarders enjoy a wide range of activities, recognised by almost all parents and most pupils in their responses to the pre-inspection questionnaires. A small minority of pupils responding to their questionnaire were concerned about the balance of free time and activities. Discussions with boarders revealed that most are satisfied with this, many expressing their appreciation of free time on Sunday afternoons. There are no unusually onerous tasks placed on boarders. Boarders have suitable access to news and world events, including through the scrolling newsfeed displayed on screens around the school. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

3.9 The school meets all the NMS under this section.

3.10 A suitable policy and a wide-ranging set of procedures are rigorously implemented to promote the health and safety of all who use the school site or who are engaged on school business. Health and safety are routinely monitored by a dedicated committee, whose minutes are passed to the governors, enabling them to exercise effective health and safety oversight. Requests for repairs to the school premises and facilities are rapidly responded to, and the accommodation is maintained to a suitable standard so as to promote the welfare and safety of pupils. The risk assessment policy is meticulously implemented in order to minimise potential hazards. [NMS 6]

3.11 The school complies fully with fire regulations. Safety equipment is appropriately maintained and regularly tested. Fire evacuation practices are regularly conducted, including on a termly basis in all boarding houses during out-of-school hours. [NMS 7]

3.12 The school has a detailed safeguarding and child protection policy, regularly reviewed by the governors for its suitability and effectiveness in practice. The designated safeguarding lead meets regularly with senior managers and through the safeguarding and monitoring group reports to the governors' education committee, and on to the full governing board. These arrangements reflect the school's commitment to monitoring the welfare of the diverse boarding community that it serves. The overwhelming majority of parents responding to the questionnaire indicated that their children are happy and feel safe at the school, and that it keeps them safe. The school has taken appropriate measures to prevent pupils from being drawn into extremism, although staff and governor training in awareness in this area is still being implemented. [NMS 11]

3.13 The school has and consistently implements a suitable range of policies to promote good behaviour and to counter bullying, including cyber-bullying. Appropriate guidance is provided for staff on the use of sanctions, restraint and the arrangements for searching pupils and their possessions, which is in accordance with relevant legislation and guidance. A very small minority of pupils expressed some dissatisfaction in questionnaire responses with the way that the school handles bullying. Inspectors' scrutiny of school records and discussions with pupils indicated that the school takes any incidences of bullying seriously and has established an effective range of strategies for dealing with them. In interviews, boarders indicated that they understand and generally agree with the school's policies on behaviour. In their questionnaire returns a minority of boarders questioned the fairness of rewards and sanctions. Scrutiny of school records did not provide evidence of systematic unfairness, and a very large majority said that

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boarding staff treat them fairly. All pupils sign the Christ Hospital Community Charter, in which they promise to treat other people with respect. In their questionnaire returns a very large majority of the pupils said that they like the school, enjoy boarding and feel safe in their boarding house. [NMS 12]

3.14 Procedures for the safe recruitment of staff are thorough and checks are accurately recorded on the central register of appointments. Individuals over the age of 16 who are not pupils or staff of the school but who live on the same premises as boarders are required to obtain an enhanced certificate from the Disclosure and Barring Service and to enter into a written agreement with the school which sets out the school's expectations of them with respect to the safeguarding of boarders. Unaccompanied visitors to boarding houses are not able to gain access without being taken to a member of staff, who ensures suitable supervision. The school does not arrange guardians on behalf of parents. [NMS 14]

3.(c) Leadership and management of the boarding provision

3.15 The school meets all of the NMS under this section.

3.16 The school boarding policy is available to parents, staff and boarders. The experience of boarding enjoyed by the pupils fully reflects the policy. [NMS 1]

3.17 Boarding is central to the mission of the school and the governors monitor the leadership and management of boarding closely. Boarding is led and managed by appropriately experienced and skilled staff. Senior managers work closely with boarding house staff, through fortnightly meetings and more frequent informal communication, to ensure that the well-being of pupils is promoted and that all standards are met. A detailed pastoral plan is focused on the development of boarding overall, but there is no process for regular house review or audit linked to individual house development planning. The tutorial system ensures that effective links are made between boarders' academic and pastoral progress. All staff involved in boarding are suitably qualified and experienced for their roles. All the required records relating to boarders' welfare and pastoral care are appropriately maintained and monitored. [NMS 13]

3.18 All boarding staff have full job descriptions and receive appropriate induction, often involving shadowing a more experienced colleague. Members of staff receive regular appraisals and have suitable access to relevant professional development. The roles of spouses and other adult members of staff households are made clear in a boarding staff handbook. The number of staff working in boarding houses is sufficient to ensure the safety and welfare of boarders. Boarders know which member of staff is responsible for them and how to contact them at all times. Roll calls and signing-out systems enable staff to monitor the whereabouts of boarders, and clear procedures to deal with missing boarders are established and understood. At least one and usually more adults sleep in each house overnight and can be easily contacted in case of need. Staff accommodation is suitably separated from that provided for boarders. Boarders do not go into staff accommodation except under clearly defined and authorised circumstances. [NMS 15]

3.19 The school promotes equality of opportunity and boarders do not encounter discrimination on the grounds of their background, needs or abilities. An atmosphere of friendly, mutually supportive harmony exists and care is taken to cater for the needs of individuals. [NMS 16]

3.20 In their questionnaire responses a minority of the boarders said that the school does not ask for their opinions and respond to them. Inspectors found that the school

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council, house councils and food committee invite opinions and provide appropriate opportunity for boarders to make suggestions for improvement. In interviews, boarders cited changes that have occurred following council discussions. House and other staff are available and ready to listen to boarders at any time. [NMS 17]

3.21 The school has an appropriate procedure for the handling of complaints which is available to all parents. Examination of school documents indicated that records of complaints are detailed and clear, and that the school responds promptly and diligently to parents' concerns, in accordance with its published procedures. [NMS 18]

3.22 School monitors and house captains work within clearly defined job descriptions. They are proud of their roles and with effective training and staff supervision they have the respect of members of the school community. [NMS 19]

3.23 The school does not arrange lodgings for pupils. [NMS 20]

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