

# Fettes College

## School Care Accommodation Service

Carrington Road  
Edinburgh  
EH4 1QX

Telephone: 0131 311 6701

Type of inspection: Unannounced  
Inspection completed on: 7 November 2017

**Service provided by:**  
Fettes College

**Service provider number:**  
SP2005007903

**Care service number:**  
CS2005111166

## About the service

Fettes College is a school care accommodation service. It is an independent, co-educational school with boarding places for up to 602 children and young people. The preparatory school can accommodate up to 73 in two boarding houses and the senior school up to 529 in nine boarding houses. This includes a sixth form house for up to 107 young people. The school also has day pupils though we do not inspect this provision. It is situated in the north of Edinburgh.

The service provider is the Governors of the Fettes Trust (otherwise known as Fettes College or the 'Trust'). It is a body corporate and registered Scottish charity.

It has been registered with the Care Inspectorate since April 2011.

## What people told us

We asked the service to forward an electronic survey to all boarders and received 422 anonymous responses out of a possible 431, an outstanding response rate. The questions covered a wide range of aspects of the boarding experience at Fettes and there was a large number of additional comments. We shared the statistical collated responses with managers, though not the individual comments, for reasons of confidentiality. The age range of the young people with whom we had contact was seven to 18.

We also received 42 e-mail responses to a short questionnaire sent to parents and carers.

During the inspection visits we spoke directly with a total of 77 children and young people both individually and in groups, in addition to having lunch and brief conversations with an additional six or so young people.

Responses to the electronic survey indicate that:

- Over 94% were happy or very happy with the overall quality of care.
- Over 80% felt they were consulted about changes and their views taken seriously.
- About 89% felt that rules were clear and fair.
- About 87% responded positively about senior pupils.
- About 73% said staff usually noticed if they needed help or support with anything and made sure they got it.
- About 87% said they could keep in touch with their families easily.
- About 68% said that bullying was dealt with quickly, with a sizable minority answering 'don't know'.
- About 97% felt safe at Fettes.
- About 82% felt there was someone they could trust to talk to about personal issues.
- Just over 69% felt they would be able to complain about anything being wrong or unfair and treated seriously.

Feedback about the other matters we discussed with young people was largely very positive, with some examples including:

- Comments about the food at Fettes was mixed. The service catered for individual dietary requirements well. They liked brunch on Sundays.
- There were a number of ways of putting their views forward.
- There was greater freedom in senior school.
- Some had experienced homesickness but been supported through it by staff and their friends.
- Most felt well looked after when they were ill.
- They felt bullying was addressed effectively by staff and had lots of discussions about this and similar issues.
- A minority would have preferred chapel attendance on Sunday not to be compulsory.
- Some felt life at Fettes was very busy and could be very tiring.
- Many told us they would have very good memories of life at Fettes, had made good friends and had lots of opportunities.

There was also a very high level of satisfaction amongst parents and carers:

- A large majority felt the service kept them well-informed about their children. A minority told us they were not regularly asked for their views and that updates tended to centre on academic progress.
- All felt able to speak with staff about concerns or give suggestions about their child's wellbeing, saying that matrons or housemasters/mistresses would be the main point of contact.
- A large majority were happy that their children were safe at Fettes.
- Parents gave a wide range of responses to a question about the most positive aspects of the boarding experience. These included team spirit, friendships, sporting and extra-curricular activities, independence and self-discipline.
- Some made suggestions for improvement which we will share with managers.

## Self assessment

We did not ask services to submit self-assessments this year, focusing instead on their development and improvement plans.

## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

## What the service does well

Performance in both quality themes was excellent. The service had maintained this exceptional standard since the previous inspection.

Staff's efforts to keep young people safe and well were very successful. This ranged from much improved security of the site, measures to raise awareness of and address bullying, child protection arrangements, critical incident planning and impressive pastoral care. The latter was a central component of Fettes and was ably supported by key staff. The recent development of the wellbeing 'Hub' was an exciting initiative. Whilst views about food were mixed, we found meals were well-presented and tasty, with lots of choice that met a wide range of needs and preferences. Young people were very active and had lots of fresh air. They received high quality health support from pastoral staff and an on-site medical team.

There was a very wide choice of activities and opportunities, reflecting a holistic approach to development. The service celebrated young people's many and varied achievements. The preparatory school in particular was impressively nurturing and child-centred, though this extended across the whole service. We found numerous examples of positive peer support and staff who demonstrated sincere interest and commitment. The key pastoral team approach was very successful and appreciated by young people and parents. The service did excellent work in the area of equality and diversity.

The framework for consultation included ongoing opportunities for young people to express their views, make suggestions and make a full contribution to life at Fettes, as well as influencing improvement.

An ethos of continuous improvement was very evident. Ongoing self-evaluation enabled the service to be very well-informed about changes and developments in the sector and there were regular reviews of policies, procedures and frameworks for practice. There was a positive and responsive approach to external regulation.

External management of the service ensured that the board had a very sound grasp of service performance. Governors provided very strong, stable, strategic direction as well as support for the new headteacher. They placed a high priority on safeguarding young people, taking corporate parenting responsibilities very seriously.

Operational leadership at all levels was also extremely impressive. Roles were well-defined and the senior management team worked constructively together to excellent effect. These leadership values extended to senior pupils and prefects for example, who were a credit to the school. The new head had already begun a systematic process of seeking the views of all stakeholders to develop an analysis that will help determine longer-term planning. School and house improvement plans were being implemented and provided a clear way forward for staff. We found constructive and beneficial relationships with other services in the sector.

## What the service could do better

The service was in the process of reviewing and developing personal plans as well as implementing a new electronic data management system. We offered advice in this area, including having a 'SMART' format where additional needs have been identified. Ensuring that key pastoral staff have access to these plans is essential, as is ensuring that young people are aware of decisions.

Any sanctions should also be clearly recorded.

The service should consider how they can ensure a more pro-active approach to asking parents their views and widening the scope of information about young people's progress, whilst remaining proportionate.

There was scope to improve some aspects of medication management, though we found no evidence of any negative outcomes.

Other suggestions for improvements to management and leadership that were largely about processes and did not affect the quality of outcomes and experiences for young people.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
8 Oct 2014	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
16 Mar 2012	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	6 - Excellent
		Management and leadership	Not assessed
25 Jan 2011	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
25 Jun 2008	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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## Care service inspection report

### **Fettes College**

### School Care Accommodation Service

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### Service provided by:

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## Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

Quality of Care and Support	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	6	Excellent
Quality of Management and Leadership	6	Excellent

### What the service does well

The service provides high quality care for boarding pupils in comfortable houses.

Staff are well trained and work to provide positive, supportive relationships for pupils.

Care is well managed and provided in ways which meet the needs of the families who use the service.

### What the service could do better

The service should continue to involve pupils in contributing to service development.

### What the service has done since the last inspection

The campus has been made more secure by the introduction of a range of measures designed to discreetly keep access to only those who should have it.

Staff have continued to develop skills and attend training events.

Dalmeny House has been built since the last inspection.

### **Conclusion**

Fettes provides a very positive experience for boarding pupils. Boarding houses are pleasant and each has its own style and ethos. Pupils are happy, relaxed and confident. Staff work hard and are committed to their role and to the school.

# 1 About the service we inspected

Situated in the north of Edinburgh, Fettes College is an independent school which provides boarding accommodation for pupils aged seven to eighteen in eleven houses spread across extensive grounds. There are eight senior boarding houses, four for boys and four for girls, for pupils in Third to Lower Sixth Forms. Students in the Upper Sixth Form reside in Craigleith House. The Prep School has two houses, Arran and Iona, for boys and girls aged from eight to thirteen.

On their website, Fettes College states that:

"We are a community which believes in mutual support and co-operation. It is this happy, purposeful environment that encourages boys and girls to flourish and develop fully the skills and interests that they possess.

Being surrounded by supportive teachers and contemporaries gives our students the encouragement to try new skills and uncover talents they didn't know they possessed. Our mission at Fettes is to develop broadly educated, confident and thoughtful individuals who are prepared for life after Fettes and all the opportunities and challenges it will bring."

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of Care and Support - Grade 6 - Excellent**

**Quality of Environment - Grade 6 - Excellent**

**Quality of Staffing - Grade 6 - Excellent**

**Quality of Management and Leadership - Grade 6 - Excellent**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

We wrote this report after an unannounced inspection. The visits took place on 2, 6, 7 and 8 October, 2014. We provided feedback to the deputy head after the inspection on 8 October. The inspection was carried out by an Inspector from the Care Inspectorate.

We conducted a tour of the premises and observed pupils in a variety of settings and the staff who worked with them. During the inspection we spoke with around 45 pupils in groups in boarding houses and the dining hall. We also spoke with some of the boarding staff and housemasters and housemistresses. We consulted with the catering manager, the bursar and staff in the medical centre.

We gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents, including:

- \*Certificates of registration
- \*The service's self assessment and annual return
- \*Accident and incident reports
- \*Pupil records and associated documents
- \*Complaints records
- \*Minutes of house meetings and other meetings
- \*Quality audits
- \*Questionnaires used by the service to gather feedback.

### Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

### **Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firelawscotland.org](http://www.firelawscotland.org)

### **The annual return**

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

### **Comments on Self Assessment**

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The self assessment was fully completed and provided a very good depth of analysis of the service. It drew contributions and content from across the school and staff and pupil groups.

### **Taking the views of people using the care service into account**

The pupils we spoke to were relaxed, confident and happy with their care. They told us they felt safe and secure at Fettes and everyone had some source of support and guidance if they needed it. They said they felt included and consulted about their day to day life.

One new pupil describing how she'd come to live in Dalmeny House said she'd been "welcomed into the Dalmeny family." All the pupils we encountered, both in groups and around the school in general, were cheerful and relaxed. They enjoyed being at Fettes and were positive about their relationships with staff. They also described their boarding houses as comfortable and pleasant places to live.

### **Taking carers' views into account**

We didn't directly contact parents during this inspection.

### 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

#### **Quality Theme 1: Quality of Care and Support**

Grade awarded for this theme: 6 - Excellent

##### **Statement 1**

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

##### **Service strengths**

We found that the school had developed an excellent range of methods of involving pupils in assessing and improving their care across all aspects of daily life in Fettes.

Pupils were encouraged and enabled to participate in a range of committees and forums to discuss ways of improving and developing care provided to boarding pupils. The school council met regularly and was made up of representatives from across the pupil community. Run by prefects, the council discussed and debated issues raised by pupils. Matters from these meetings were presented to senior school staff and feedback about possible implementation and subsequent development was delivered through council members to the pupils. Meetings took place between the headmaster and the head boy and head girl on a weekly basis to discuss whole school issues. There were also weekly prefect meetings which were used to gather feedback from across the school and pass on information to be distributed to pupils. Prefects we spoke to felt that these meetings were properly used to monitor the overall operation of different care systems for all pupils and that issues raised were taken seriously by the school's senior managers.

Meetings took place regularly within individual boarding houses between pupils who were head of house and the housemaster or housemistress to discuss whole house issues and concerns. Heads of house sought feedback from prefects and pupils about day to day issues as well as possible house developments to inform these meetings. They also fed back outcomes to pupils within the house. House prefect meetings took place regularly to gather and share information and any concerns that had been passed on from pupils. Year forums were also used within houses to look at any matters which affected the different year groups.



Feedback from these meetings was posted on notices within houses, as well as being passed on, where relevant, in routine house meetings.

We spoke to pupils of different ages across a range of boarding houses during our inspection visit. We were consistently told that pupils felt their views were listened to and taken seriously. We heard of examples of changes to routines and arrangements which had been made as a result of discussions and conversations with staff. We also heard that pupils felt they could raise matters individually with prefects and staff and that they would be given appropriate attention.

The school used surveys and questionnaires to gather the views of parents and pupils about all aspects of care. These were collated and used to inform school and individual house development plans. We sampled the analysis of the results of some of the surveys and saw that they were consistent in noting that parents were able to make comments about the care of their children and that communication with the school was effective.

Boarding houses welcomed visits from parents and provided 'open house' opportunities, in addition to making parents welcome individually to discuss any matters relating to the care of their children.

We observed interaction between pupils and the range of all staff across the whole school during our inspection visits. We saw that pupils were consistently happy and relaxed. Those we spoke with were courteous and confident about expressing their views and describing their life within Fettes.

### **Areas for improvement**

The school should continue to look at different ways of gathering feedback from pupils and parents. Electronic surveys were already in use but their range, emphasis and purpose could be further explored.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 3

We ensure that service users' health and wellbeing needs are met.

#### Service strengths

We found that the pupils in Fettes had access to an excellent range of services designed to meet their care and health needs.

Staff in boarding houses had developed very positive relationships with pupils which enabled them to recognise concerns and issues. There was also a range of different types of support for individual pupils to use to deal with personal and health issues.

The school has its own medical centre which is operational at all times. This means that there is always access within the school campus to a medical opinion and treatment for common ailments. The medical centre can accommodate pupils if there is a need for close supervision or observation. There is also clear access to GPs through regular clinics as well as in the event of a more urgent concern. On site medical staff provide practical health and wellbeing advice to pupils and have an involvement in boarding houses to discuss any health related issues with both staff and pupils. Pupils we spoke with during the inspection visits were able to confirm that they could access advice and treatment at any time. They also described how they could access resident staff for support or practical help during the night if they felt unwell.

Either through the medical centre or in consultation with staff, pupils could access a range of external agencies for advice or guidance about any health or lifestyle issues. There was also information available to pupils if they wished to contact these agencies confidentially and without staff involvement.

We found that there was a range of opportunities for pupils to seek advice and guidance if they wished to talk to someone about a personal issue or concern. Welfare prefects had been established within the prefect body to provide advice and support to younger pupils and to help them seek access to those who could help them if required. Matrons, resident tutors and house staff were also available to all pupils and were easily accessible at any time. The school chaplain has a role in providing support to individual pupils when this is required or requested. The school also has a counsellor who is available to pupils for confidential consultations and discussions. All the pupils we spoke to throughout our inspection said that they had trusted adults they could confide in if they needed to.

We found that the PSE curriculum had been expanded across the whole school and provided a range of learning opportunities based on the needs of the pupils. Different subjects were added as a response to pupils expressing an interest or where an issue had been observed to be important within pupil lifestyle choices.

A wide range of subjects concerning health, personal issues and lifestyles were included and these gave pupils access to information and opportunities to discuss any matters which might affect them or which had been a concern for them. Prefects were involved in mentoring younger pupils within the PSE program and this was seen by both staff and pupils as a positive role. School medical staff also had a role within the PSE structure and linked this to their overall role in promoting good health.

The 'Mindfulness' course which had previously been established within the school had continued to develop and was seen to contribute to pupil confidence. It was mentioned to us by some pupils as a help in maintaining positive mental health for them.

The school catering service consulted regularly with pupils through the Food Committee which includes the head boy and head girl. We spoke with the catering manager who was able to describe a range of systems which were in place to ensure that pupils had a healthy diet which met their nutritional needs, as well as their preferences. Healthy options were always in place and there was a range of choices which met different cultural and ethnic preferences, as well as taking allergies and intolerances into account. Pupils also told us that those on different types of diet related to sports training were able to access appropriate nutrition. Since our last inspection, the dining hall had been refurbished to improve access and modernise dining facilities.

Across the school, pupils had access to a wide range of sports and physical activities. Some sports were played at a very high level and some pupils were involved in intensive training regimes. There was also extensive access to a range of outdoor activities and pupils were able to give examples of their involvement in different hobbies, pastimes and interests.

### **Areas for improvement**

We discussed the use of different notifications to us of injuries and health matters. This will continue to be monitored.

It is intended to replace the current medical centre with more modern facilities. While some areas of the medical centre had been upgraded, the planned replacement would support the work of medical staff.

**Grade awarded for this statement:** 6 – Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

#### Service strengths

The strengths noted in Quality Statement 1.1 also apply to this Quality Statement.

We saw that pupils were involved in discussing and contributing to any plans to change or develop the boarding houses they lived in and the school estate as a whole. We saw examples where rooms in boarding houses had been used for different purposes or in different ways as a direct response to pupils' ideas and suggestions for improving their living environment.

#### Areas for improvement

The school should continue to involve pupils in discussions about their boarding houses and how they are used.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

We make sure that the environment is safe and service users are protected.

### Service strengths

We found that the school was a safe environment for pupils and that consideration of pupil safety was an integral part of the daily life of Fettes. Pupils we spoke to said they felt safe while in school. They also felt safe and protected around the campus and were able to describe ways in which they could seek help or advice from staff.

Staff we spoke to were able to describe the ways in which they monitored the movement of pupils around the campus. There were regular checks made of the whereabouts of pupils and systems were in place to promptly alert staff if pupils did not arrive in expected places at the appropriate times. Since the last inspection electronic locks had been installed in some buildings which ensured that pupils and staff could access them while unauthorised visitors could not. Pupils demonstrated how these systems worked and told us that it didn't hinder them moving around the campus but had made the whole school safer. Access to boarding houses was controlled and monitored. Visitors to the school were given obvious visitors' badges, while staff wore a school badge to identify them. CCTV was in use in different areas of the campus as a means of assisting staff to monitor safety and security in these places. Pupils we consulted were able to describe how to access help and support at any time and in any area of the school as a whole. We confirmed with groups we spoke with, that they were able to access adults during the night if they felt unsafe or unwell.

Staff had received training in different aspects of safeguarding including Child Protection. This was regularly updated and the Child Protection policy had been reviewed and adjusted to take account of changes to legislation and practice. Systems were in place for staff to note any concerns about the safety and wellbeing of individual pupils. This meant that staff with responsibility for aspects of pupil care could monitor them and seek confidential feedback from staff who taught or supervised them in different areas around the school. A Child Protection officer is in place for the senior school with another in place in the Prep school. This means that staff have a clear point of contact for Child Protection matters and external agencies are contacted through these officers if required. We found that the Child Protection officers were aware of their responsibilities and had received training appropriate to their role.

The school had a range of policies and procedures to guide staff practice in maintaining a secure and safe environment. Staff members who we consulted were able to demonstrate that they knew how to access these and could give examples of situations where they would refer to them. Different members of the staff team had allocated roles and tasks in connection with safety issues and the security of the boarding houses.

Staff we spoke with were clear about their role in the provider's safeguarding system and we saw that staff had regular training inputs on how best to keep young people safe and protected.

The service provider had staff who carried out mandatory checks and maintenance on the house and any equipment used there. This included water safety checks and the maintenance of equipment used to maximise young people's mobility. Vehicles used to transport young people were routinely serviced and checked. Electrical equipment was regularly checked to ensure it was operating safely.

Risk assessments were used to assess the ways in which the premises were used. There were also risk assessments in place to monitor the safety of young people's involvement in different activities. Added to this, we found that staff used a practical, common sense approach to activities, outings and young people's involvement in a range of tasks and activities.

### **Areas for improvement**

In discussion, we suggested that staff caring for pupils in the upper sixth form should be aware of systems for the protection of vulnerable adults, as some agencies may not regard some older pupils as within the remit of children's systems.

We noted that boarding houses had posters for Childline which gave a confidential helpline number. We suggested that some older pupils might prefer other types of advocacy services and, during the inspection, we saw that posters for other organisations had been put in place.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

### Service strengths

The strengths noted in Quality Statement 1.1 also apply to this Quality Statement.

Pupils were routinely consulted about the staff who cared for them. As part of the annual review system for tutors and house staff, pupils and parents were asked for their feedback. This formed part of the formal staff development system and was used to assess overall staff performance.

### Areas for improvement

The school should continue to include pupils in staff performance reviews. In discussion with matrons, it was suggested that pupils should be involved in providing ideas for the development of a matron's job specification.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

### Service strengths

Over the course of the inspection we spoke with staff across different areas of the school in groups and individually. We also observed the interaction between staff and pupils in different settings. We found that staff were professional in their approach and consistently treated pupils with respect and consideration. There was also a strong sense of commitment to the school and the welfare of the pupils with some individuals speaking about having 'a passion' for the work they did.

We saw from records and heard from staff in consultations that they were afforded very good access to training opportunities and encouraged to develop skills linked to the care of the pupils. A range of training events both internal and external had been attended by staff who were then enabled and encouraged to share their learning within the whole staff team. The performance of individual members of staff was routinely and regularly reviewed to ensure that they were able to properly fulfill their role and that they were being properly supported to do so.

The deputy head confirmed that all staff who required to be registered with the Scottish Social Services Council (SSSC) were either fully or provisionally registered.

Staff we spoke with were very clear about their role and responsibilities and were aware of the ways in which support for pupils could be sought and provided if it was needed. Systems were in place to support communication between staff in different parts of the campus and in different departments. This meant that concerns about pupils could be shared by relevant staff and important factual information such as medication administration was shared as necessary.

Meetings of different staff teams across the whole school took place at appropriate intervals and we sampled minutes of these. These indicated that meetings were used effectively to share information and debate issues with decisions being agreed and recorded.

We saw that staff were deployed in sufficient numbers in the different houses with pupils being able to access staff support, advice and guidance as required. We also saw that staff were maintaining positive levels of communication with parents and guardians at all times. We saw that where there were concerns regarding the welfare of a pupil, then all appropriate agencies were contacted and consulted to ensure that all available assistance was provided.



### Areas for improvement

When we spoke with a group of matrons, we discussed the possibility of meeting with others from different schools as a means of sharing experience and keeping up to date with different issues.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

### Service strengths

The strengths of Quality Statement 1.1 also apply to this Quality Statement.

Pupils told us they were involved in the running of the school in a range of different ways. There were forums and committees for different parts of the school and these included the influence of pupils wherever reasonable and relevant.

### Areas for improvement

It was discussed that the prefects might be involved in contributing more directly to the school's self assessment for the Care Inspectorate. Feedback for this purpose is already taken from boarding houses, where pupils and prefects are consulted but the role of welfare and PSE prefects would suggest they are well placed to contribute to self assessment and improvement.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

### Service strengths

The school used a wide range of methods to seek feedback and comment from those who used the service and who contributed towards the delivery of care for the pupils. Pupils and parents were asked to complete confidential surveys and questionnaires and we saw that the response to these from both pupils and parents was very positive.

Surveys and questionnaires were used at different levels and with different purposes. Individual boarding houses used surveys to seek the views of pupils about different aspects of the day to day running of the house. There were also opportunities for pupils to comment on different aspects of the school day and its organisation across the campus. We saw the analyses of questionnaire responses which had been sought for different purposes and at different times from pupils, parents and staff. These had been used to influence school development plans at different levels and across different departments.

Staff in boarding houses spoke regularly with parents to keep them up to date with changes and developments and we saw that parents appreciated being kept informed. There was a range of methods for parents to use to keep in touch with events at Fettes. These included email and phone calls which covered personal issues and matters which required individual responses. The school also used a variety of other methods to inform stakeholders of events. These included a range of Twitter feeds from different boarding houses and departments, as well as a website which parents could log into.

The staff team had a management structure which meant that staff were accountable to their direct line manager. All those we spoke to in connection with the care of boarding pupils were very positive in their comments about the deputy head who was responsible for managing boarding and pastoral care. They described her as committed, caring and always available for support and advice. This allowed them to develop their own role with the knowledge that they would be helped and guided to do so.

The school had a Board of Governors who were responsible for overseeing the operation of the service. Governors were drawn from different backgrounds and brought different skills to their role. Departments of the school reported to the Governors through their own management systems. We saw examples where Governors had sought reports about different aspects of the care of the pupils and how this had been provided.

The school is also a member of the Scottish Council of Independent Schools (SCIS). One of its stated aims is "to advise member schools and their governing bodies about educational developments and legislation affecting independent schools (eg education, taxation, welfare, health and safety)." Staff from Fettes train alongside staff from other schools in events organised by SCIS, which allows them to share experience and learn from others working in a similar type of environment.

### **Areas for improvement**

The school intended to continue looking at ways of gathering feedback from pupils and parents which allowed the ethos of continuous improvement to be maintained.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

# 4 Other information

## Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

## Enforcements

We have taken no enforcement action against this care service since the last inspection.

## Additional Information

## Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

## 5 Summary of grades

<b>Quality of Care and Support - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
<b>Quality of Environment - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
<b>Quality of Staffing - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
<b>Quality of Management and Leadership - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

## 6 Inspection and grading history

Date	Type	Gradings	
16 Mar 2012	Unannounced	Care and support	6 - Excellent
		Environment	Not Assessed
		Staffing	6 - Excellent
		Management and Leadership	Not Assessed
25 Jan 2011	Unannounced	Care and support	6 - Excellent
		Environment	Not Assessed
		Staffing	4 - Good
		Management and Leadership	Not Assessed
25 Jun 2008	Announced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good

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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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