

# Framlingham College

Inspection report for Boarding School

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<b>Inspector</b>	Dawn Taylor
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<b>Date of last inspection</b>	30/10/2006

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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 outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

### 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

Framlingham College was founded by Royal Charter in 1864 as a memorial to Prince Albert, initially as "The Albert Middle Class College in Suffolk". In 1948, junior pupils moved a few miles away to what is now the preparatory school, Brandeston Hall. The preparatory and senior schools share a common governing body. A pre-preparatory department was established in 1992. The school became fully coeducational in 1987, and occupies a spacious site overlooking the small town of Framlingham in Suffolk.

The school is committed to providing a first-class, holistic education in a safe and supportive environment, accessible to a broad range of boys and girls, with Christian principles at its heart. Among its key aims are the inculcation of tolerance and respect, care for others, both within school and the wider community, honesty and integrity, and the development of responsibility and self-discipline.

### Summary

The overall quality rating is outstanding.

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

This was an announced inspection. The inspection looked at the key Boarding School National Minimum Standards under the Every Child Matters outcome groups. Boarders were involved in the inspection process.

The overall outcome judgement is outstanding. The outcome judgements in being healthy, staying safe, enjoying and achieving, positive contribution and organisation are outstanding and the outcome judgement in economic well being is good.

Framlingham College delivers an outstanding service that continues to be developed to ensure the needs of all boarders are met.

### Improvements since the last inspection

There are no outstanding recommendations.

### Helping children to be healthy

The provision is outstanding.

The support and education boarders receive to pursue a healthy lifestyle is outstanding.

A key strength of the college is the personal, social, health education programme.

This is multi faceted involving all departments, providing boarders with important information. It is delivered imaginatively through: assemblies; tutorials; competitions; timetabled lessons and informal discussions.

Health education is also supported by the catering team and PE and games department. All boarders have regular exercise through a wide range of timetabled and leisure pursuits. Also, catering staff provide an excellent choice of nutritious, balanced meals.

The catering department is integral to the life and operation of the college. They ensure provision is made for any boarder who has special dietary requirements. Menus are diverse and imaginative and all freshly prepared. They include a range of world foods that embrace and represent other cultures and countries. They also prepare special themed meals such as Valentines Day and the Mad Hatters Tea Party, which are greatly enjoyed by the boarders.

The focus the college gives to health education results in boarders being empowered and able to make informed decisions.

The health needs of boarders are supported by boarding staff and the three registered nurses based at the college medical centre. They provide a coordinated approach to ensure the good health of all boarders. There is an effective system for assembling all relevant health information working in partnership with parents and other medical professionals. This enables staff to promote individual boarder's health and respond appropriately to their existing conditions and any new health problems.

The college have identified the need to redevelop the medical centre to offer greater space and upgrade the present facilities. This project is on going, with clear timescales, which are identified in the college's development plan.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The systems in place to promote the safety and welfare of boarders are outstanding and of paramount importance to the college.

There is a robust staff recruitment and vetting procedure that ensures appropriate staff are appointed. The college has effective and well documented policies on child protection, appropriate behaviour, privacy and confidentiality, complaints and anti bullying. These underpin an established programme of staff induction and training, which ensures staff promote a safe and secure community. Staff are attentive and responsive, ensuring each boarder is safe and valued.

There are trained designated child protection staff who have established links with the local authority. They have clear roles and responsibilities, which include ensuring all college staff receive regular safeguarding training and are well informed of the actions they would need to take if a child was at risk. This effective structure is

strengthened by a designated college governor with a safeguarding lead and regular links with the Brandeston Hall Preparatory School's designated child protection staff.

Boarders learn how to keep themselves safe through the college's personal, social, health education programme. This addresses all areas of personal safety including the safe and responsible use of the internet and mobile phones. The college's education programme also extends to parents with planned presentations on cyber bullying and internet use.

The college has established a wide network of people available to support boarders. At the heart of this system are the college and house prefects alongside peer mentors. These are boarders who receive induction and staff support enabling them to provide peers with someone to turn to. Boarders commented that quite often the first person they would approach for advice would be either a peer mentor or a house prefect. Independent listeners enhance this system. They are available to all boarders if they have a problem or concern and want to talk to someone outside the college.

The college encourages and rewards respectful, thoughtful behaviour and recognises that boarders 'learn by example, and sometimes by mistakes made along the way'. Boarders confirm they are supported to be active, responsible members of the college community. Success is celebrated through a wide range of reward systems, which include: commendations, recognition in college and house assemblies, the weekly bulletins, termly newsletters and house points. Inappropriate behaviour is addressed through discussions and a clear system of sanctions.

The college's health and safety systems effectively identify and reduce risks to boarders. The staff and governors are proactive in ensuring assessments of risk, health and safety committees and steering groups maintain a safe environment. These internal processes are enhanced by the use of external consultants who maintain and quality assure.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Boarders' experience of enjoying and achieving is outstanding. The college is successful in meeting its aim 'to provide an exciting and diverse range of opportunities to increase confidence and stimulate personal development'. All boarders are valued and supported by effective and sensitive pastoral care, provided by dedicated teams of house staff. This is further enhanced by the college tutor system. All college staff are attached to a house and support a year group of pupils. This provides boarders with academic and additional pastoral support.

There is inclusivity for overseas boarders who are distributed equally by year group and boarding house. The college continues to develop the services for these boarders, for example the introduction of a separate induction programme and a pupil questionnaire. The English as a second language teacher is often the first line

of contact for overseas boarders and is highly valued as additional support to the housemasters/mistresses.

Other additional support is provided by the special educational needs co-ordinator who is responsible for collating admission information and developing individual care plans and individual education plans. These are then shared with all departments to ensure each individual's needs are met.

The college provides a stimulating and supportive environment, which encompasses all aspects of the boarders' spiritual, moral, social and cultural development. Boarders readily participate in formal worship and assemblies, which are rooted in the Christian ethos of the college. The college Chaplain provides valuable support to staff and boarders.

Boarders develop an awareness of their own culture and that of others and begin to appreciate cultural diversity through food, fund raising and peers. Boarders are also supported to understand the importance of the college, local and wider communities. All boarders are able to experience the Duke of Edinburgh award scheme and the combined cadet force, these and other college initiatives involve boarders in community projects such as visiting the elderly and local schools. The college has also recently decided to utilise college ground to develop community allotments.

The college community is proactive in fundraising for local and worldwide charities. Boarders are actively involved in identifying charities and in planning fundraising events. These successful activities are very effective at raising money but also serve to heighten boarders awareness of others.

## **Helping children make a positive contribution**

The provision is outstanding.

Boarders' contribution to the running of the college and boarding houses is outstanding. There are positive, respectful relationships between staff and boarders. Boarders feel they are able to contribute and influence college life. There are a wide range of formal and informal channels through which boarders can express their views and feelings including: house forums; an internet forum; prefect meetings and informal discussions with staff. Boarders understand the purpose of these meetings and value the wide range of initiatives introduced as a result of them.

Boarders can remain in contact with their families through e mail, phone and letter writing. Overseas boarders also have Skype and the use of mobile phones to help them remain in touch. Parents and guardians are appreciative of the excellent communication between college and home. The college continue to develop parental involvement and have recently established FramSoc. This is a new society for parents and friends of the College and Brandeston Hall. The aim of the society is to provide opportunities for parents and staff to meet each other in a relaxed atmosphere and to share the educational and cultural facilities available at the college.

The introduction and induction of new boarders to the college is exciting and

thorough. The programme is developed by the experience of the previous year through feedback from questionnaires. All boarders, whatever year group, are included in an age appropriate induction programme, which involve 'ice breaking' exercises and team building.

## **Achieving economic wellbeing**

The provision is good.

Boarding accommodation is good and continues to be developed. The college has seven houses catering for both day and boarding pupils. There are four houses for boys and three for girls. Four of these have recently been developed and refurbished to a good standard. The remaining three houses are in varying stages of need for re development; this has been clearly identified in the each house's development plan as well as the college's development plan.

All accommodation is warm and welcoming and boarders feel relaxed and at home. Each house has its own character and boarders commented on how proud they are of their houses, stating 'theirs is the best'.

Recent developments to the boarding accommodation have included the addition of key card locks and a lockable drawer for every room. Boarders commented on how this improved the security of their personal possessions.

The grounds and accommodation are maintained to a good standard by a team of support staff including grounds, maintenance, laundry and cleaners. These are employed by the college, as opposed to external contractors, and are very loyal and knowledgeable. The support staff are important to the college's success.

## **Organisation**

The organisation is outstanding.

The management and organisation of the college's welfare and boarding provision is outstanding. The values and ethos of the college are clearly set out for parents and boarders. This is underpinned by well written staff policies and procedures that enhance professional staff practice.

Staffing levels and quality of care are excellent and as a result the welfare needs of all boarders are met. Staff work cohesively and communicate effectively. The boarding houses have dedicated teams who are aware of their roles and responsibilities. Boarders value the care they receive stating 'everyone is approachable', 'there is a really good atmosphere', 'you can speak to anyone', 'my housemaster is the best'.

The promotion of equality and diversity is outstanding. The college is continually reviewing and developing its practice to ensure outstanding outcomes for all boarders. For example, the introduction of girls representing the college in traditional

boys' team games, the introduction of boys' basketball and badminton teams with inter school fixtures to accommodate Asian students' interests and introduction of separate social functions according to age.

Much of the current success of the college is due to the inspirational leadership of the Headmaster. Staff and boarders have commented on his openness and support, recognising his readiness to facilitate change. In partnership with the senior management team and board of governors there is a coherent approach to the future developments needs of the college community. There is a pastoral development plan as well as a development plans for each boarding house, which ensures that the college continues to thrive.