

# Glenalmond College

## School Care Accommodation Service

Glenalmond  
Perth  
PH1 3RY

Telephone: 01738 842 143

**Type of inspection:**  
Unannounced

**Completed on:**  
29 September 2022

**Service provided by:**  
Glenalmond College

**Service provider number:**  
SP2006008263

**Service no:**  
CS2006118272

## About the service

Glenalmond College is a co-educational independent boarding and day school with boarding accommodation for up to 427 boarding pupils at any one time.

The school has extensive grounds, and the campus includes a range of other resources such as swimming pool, gymnasium, music rooms, library, chapel, all-weather pitches and playing fields.

Their mission statement states:

'Throughout outstanding pastoral care, a challenging curriculum, and a wide range of opportunities, Glenalmond College aims to create responsible adults who delight in the restless and serious task of learning, who develop a foundation of knowledge to understand, to connect and to challenge, who have an active and curious enthusiasm for the world around them and an understanding of community and who acknowledge the dignity of all human beings and their role in making a difference to society.

Within a community shaped by moral integrity and kindness, Glenalmond College aims to cultivate responsibility and ambition to ensure that every day Glenalmond pupil can thrive, be happy and make a positive mark in the world.'

## About the inspection

This was an unannounced inspection which took place from Tuesday 27 to Thursday 29 September 2022. The inspection was carried out by five inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with boarding students
- spoke with pastoral staff, the warden, sub warden (pastoral) and Chairman of the school council
- observed practice and daily life
- reviewed documents
- received written feedback from 30 parents
- received 181 questionnaire responses from boarding students
- received 18 questionnaire responses from pastoral staff.

## Key messages

- Students experienced warm, trusting, nurturing relationships with those caring for them.
- Students said they felt very safe and had trusted adults they could talk to.
- Students had exceptionally good opportunities to develop confidence and friendships within a school community where the diversity of the student group was celebrated.
- Support planning and individual risk assessments needed to be in place for more students.
- Medication procedures and training in some houses should be improved.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support children and young people's rights and wellbeing?	5 - Very Good
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Further details on the particular areas inspected are provided at the end of this report.

## How well do we support children and young people's rights and wellbeing?

5 - Very Good

We found significant strengths in the care provided and how these supported positive outcomes for students, therefore we evaluated this key question as very good.

Almost all (98%) of the students we spoke to or who returned questionnaires told us that they felt safe and had trusted adults they could speak to if they had any concerns. Some of the new students were still developing these relationships, however, we were pleased to see a thoughtful induction programme had been introduced to help them settle in and meet key students and staff. Where any concerns had been raised we saw that these had been managed appropriately, and with students physical and emotional wellbeing at the forefront of decisions. All of these factors contributed to the safety and wellbeing of the students.

We were encouraged by the schools open approach to child protection matters, and the helpful working relationship they had developed with external public protection agencies who provided guidance when needed. Annual child protection training for all staff ensured they were aware of their safeguarding responsibilities. A comprehensive child protection policy was available on the schools website and therefore ensured parents were fully informed of the schools responsibilities and procedures.

We saw that students experienced warm, trusting, nurturing relationships with those caring for them. Staff in the houses had a good knowledge of the students needs and how to support these. Respectful relationships between senior and the younger students also offered support, guidance and nurture. Outcomes were good as staff knew students well, however, there should be greater use of risk assessment and support planning to ensure individual needs are recognised and met. A whole school approach to risk management and planning should be established which respects confidentiality but ensures that all key staff have the information they need to provide the right support. **(See area for improvement 1.)**

We saw a variety of ways in which students could share their views and influence change. As the inspection was near the start of term, not all of the student groups were fully operational, however, we heard from students that they were encouraged to share their views which consistently made a difference.

Students benefited from a caring and nurturing approach from staff which supported their positive physical and mental health. This included a nursing team with specialist knowledge. Matrons were recognised as instrumental to the wellbeing of students and therefore the continued review of their role was welcomed, as was the opportunity this would allow for the nursing team to further develop their role in pro-active health care. If progressed this could benefit the nurturing relational care and students physical wellbeing.

Medication systems which were in place were largely effective, however, to ensure the safety and wellbeing of students, staff who administer homely remedies in the houses should be appropriately trained and understand the importance of medication recording and auditing. Procedures in relation to the self administration of medicines should be reviewed. **(See area for improvement 2.)**

We received mixed views about the food. Generally, students were complimentary about breakfast and salads, however, less so about some meals, portions and the temperature of food. In the houses which had full kitchens, students enjoyed baking and cooking together, finding this a relaxing and community activity. All of the houses allowed young people to make snacks and drinks independently.

Students had exceptionally good opportunities to develop confidence and friendships within the school community. The diversity of the student group was celebrated and student feedback was positive about most aspects of life at Glenalmond.

## Areas for improvement

1. There should be greater use of risk assessment and support planning to inform the care and support of students who need this, and to ensure their identified needs are met. Careful consideration should be given to ensuring all relevant adults know key information about students, while upholding confidentiality.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as my a care plan)is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2.  
Effective procedures should be in place for the administration, storage, recording and auditing of medication in the houses. All staff involved in medication administration should be appropriately trained.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

It is recommended that the school reviews recruitment practice to make sure that their systems are used effectively; templates followed and contracts signed. They should clarify the role for overview to ensure that any issues are identified promptly and rectified.

**This area for improvement was made on 3 April 2018.**

#### Action taken since then

Recruitment processes were examined at this inspection without any issue.

This recommendation was made in 2018 at which time the school provided an acceptable action plan to meet this recommendation.

#### Previous area for improvement 2

It is recommended that the school takes immediate action to review the staffing in Cairnies House. From doing this they should ensure that there are sufficient numbers of skilled, experienced and competent staff to ensure the safety and wellbeing of pupils at all times. Senior managers should have a regular direct overview so that they can identify practice issues and lead by example.

**This area for improvement was made on 3 April 2018.**

#### Action taken since then

Cairnies house was not in use at the time of the inspection.

This recommendation was made in 2018 at which time the school provided an acceptable action plan to meet this recommendation.

### 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).

## Detailed evaluations

How well do we support children and young people's rights and wellbeing?	5 - Very Good
7.1 Children and young people are safe, feel loved and get the most out of life	5 - Very Good

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