



Making Social Care
Better for People

inspection report

Boarding School

Bilton Grange School

Dunchurch

Rugby

Warwickshire

CV22 6QU

18th May 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Bilton Grange School

Address

Dunchurch, Rugby, Warwickshire, CV22 6QU

Tel No:

01788 810217

Fax No:

Email Address

Name of Governing body, Person or Authority responsible for the school

Bilton Grange Trust Limited

Name of Head

Peter Kirk

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

11/6/01

Date of Inspection Visit		18th May 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Christy Wannop	073698
Name of CSCI Inspector	2	Deirdre Nash	120872
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mark Robinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or Ofsted inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		PETER KIRK	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or Ofsted, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Bilton Grange School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

The Bilton Grange Trust Ltd operates Bilton Grange School.

The school is situated outside the small village of Dunchurch with easy access to the M1 and M40. The school buildings are of architectural interest and the grounds are well stocked with mature trees, formal gardens and “wild areas”.

Bilton Grange was founded in 1873 as a boarding school for boys. There are 325 pupils including the pre-prep day school, Homefield. An independent nursery shares the expansive rural site. The school provides education for children of both sexes from four to thirteen. Boarding is offered to children above 8 years and many pupils access boarding on an occasional basis. Flexi-boarding is offered and is popular at weekends. The school advises that it can cater for up to 90 boarding pupils. The current Head has been in post for one year.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- The school provides a suitable statement of the school's boarding principles and practice and makes it available to those who need to see it.
- The school protects boarders from bullying and abuse.
- Use of discipline is fair and appropriate. Complaints by children and parents are dealt with promptly. The school promotes the health and welfare of boarders.
- The school has clear and energetic leadership of boarding and organises in such a way as to promote the welfare of children.
- Crises affecting boarders' welfare have been effectively managed.
- A range of activities is organised for boarders.
- The school promotes boarders welfare through its prefect system.
- Staff provide personal support to children and have a sensitive knowledge of the needs of boarding children.
- The school ensures that children receive health care, first aid treatment and cares well for ill children.
- Children with health or personal problems are supported.
- Contact between boarders and their families is encouraged.
- Systems for looking after children's money and possessions are sound.
- New boarders are settled in well.
- The school is improving its systems of record keeping, particularly in health matters.
- Catering is well organised and food provided is tasty and varied.
- The organisation of boarding balances the children's need to work with the need for rest.
- Children undertaking high-risk activities are safeguarded.
- Staff supervise children well, during the day, at night and when they go off site. Relationships between boarding staff and children are sound.

- Privacy is respected.
- Staff are now rigorously selected and vetted and all those who work with children are supervised.
- Boarding accommodation is secure and satisfactory. All areas are comfortable, warm, well furnished and well maintained. There are private washing and toilet facilities, sufficient for the number of boarders.
- There is a range of recreational areas, both indoor and outdoor.
- Boarders are protected from safety hazards.
- Laundry services are satisfactorily arranged.
- The welfare of boarders away from the school site on trips is safeguarded.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Child Protection Policy and Procedures and complaints procedures should be consolidated to include Social Services Department and Commission for Social Care Inspection information.
- A range of forums and means to enable boarders to contribute to the operation of boarding should be developed.
- There should be a continuation of the progress already begun by the new Senior Medical Matron in developing medical health plans for children with need and in implementing improvements in storage and administration of medication.
- Guide and coordinate the work of the boarding staff team and educational colleagues when additional support is needed. This can be done through a welfare plan.
- The school should ensure that boys and staff have ease of access to a supply of fresh drinking water.
- The fire safety risk assessment should be completed and recording of safety tests improved.
- The school should continue to develop its induction, written guidance and training opportunities for all boarding staff. Jobs descriptions, “person specifications” and appraisal for boarding staff are recommended.
- The school should audit the use of available space and consider how additional living rooms can be made available, particularly for the girls. Table and storage space also need consideration for girls.
- A continued programme of maintenance and routine refurbishment is recommended.
- The health and safety audit should be completed and this should include obtaining safety checks for heating and electrical systems.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the first inspection at Bilton Grange under the National Minimum Standards for Boarding Schools. As such it is expected that there will be a higher proportion of recommendations made this year than will be seen in subsequent inspections. The school was last inspected three years ago. There is a new Head of School and inspectors noted the positive commitment to the development of boarding as a central component of the life of the school.

The inspection was largely positive. The boarding team were positive, pro active and demonstrated a sensitive understanding of the needs of the children in their care.

The Head is directly involved in boarding management and practice, regularly working evening "shifts" in the boarding houses. Inspectors note the good practice that he has put in place in many areas and acknowledge that he had already identified many of the issues raised in the inspection for action. He is at the beginning of his Headship at Bilton and has clear ideas about promoting the status and practice of boarding. The school should continue the process of updating and making relevant school documentation and policy, in accordance with the developments and direction promoted by the new Head.

The inspection took place over three days and involved two inspectors from the Commission for Social Care Inspection and one from the Independent Boarding Sector. Inspectors covered a range of boarding activities and spent mornings and evenings at the school. Parents were written to and children completed a questionnaire with the lead inspector in the week before the inspection. The results of the children's questionnaire are appended to the report.

Parents commented on the better physical environment. Others reported better communication with improved direct access to the Head via e-mail, letter and phone. Parents liked the school's inclusive approach to boarding.

One parent suggested a forum for parents of boarders so they could exchange views, another suggested balloting of parents with reference to picking up times and changing bedtimes to 9pm rather than 8.45 to avoid missing the end of shows.

One parent took objection to the process of consultation and inspection and reported that it was totally unnecessary.

Welfare Policies and Procedures

There are seven standards in this section. Five were fully met.

Two were almost met. Recommendations have been made which relate to documentation around child protection policy and complaints information. There was no shortfall in practice.

The process of updating and improving policies and procedures should continue. There is a suitable statement of the school's boarding principles and practice. This is available to boarders, parents and staff. Inspectors recognise that there have been and will continue to be changes in personnel and a positive development in boarding practice that may make "fixed" information quickly outdated.

The differences do not reflect a lack in practice but a strengthening brought by the Head's involved approach.

The school has consistent and fair disciplinary practice and a code of positive conduct that is apparent in the relationships between staff and children and the atmosphere in the school. There was good evidence of the Head and staff taking seriously and responding to children's issues. The Head has dealt appropriately with complaints that have crossed into disciplinary investigations. Health of children is promoted through a structured PHSE programme and school policy on alcohol and substance abuse.

The medical matron is aware of improvements needed to the schools medical/health information sheet and inspectors support her ideas for a more thorough baseline of significant health information. Inspectors note the beginnings of good systems in the health record keeping.

Organisation and Management

All standards were met.

There is clear, strong and positive leadership in the school. This leadership is practical, hands on and very child focussed. The Head has a strong emphasis on putting boarding staff at the centre of what the school does. The Head and deputy are active participants in the life of boarding students. Crises affecting boarders' welfare are effectively managed.

The school provides well-organised boarding. The Head is aware of the need to improve the facilities used by girls. A full inventory of improvements is recommended. Boarders have access to a range and choice of activities.

Boarding students have plenty of ideas for boarding. Whilst good relationships and the annual questionnaire will elicit some views, an increased range of methods of actively canvassing for views is recommended, e.g. boarder's meetings, suggestion box, etc. The prefect system safeguards and promotes boarders' welfare. Boarders have a range of adults they feel confident to approach for guidance or support.

Welfare Support to Boarders

14 standards were met, one exceeded the standard. Two were almost met.

Inspectors are confident that boarders' health and welfare are promoted at the school. Children were happy, keen to talk, relaxed around adults and contributed in a mature way to the inspection process. They understood why we were there and were interested. Many spoke very positively about the school and the staff within it. Many "loved" boarding. No one expressed strong negative views about the overall experience of boarding at Bilton.

Inspectors note the changes made to ensure safe health and medication practice. The appointment of a RGN, RSCN as medical matron is sound. The school's doctor reported her to be "outstanding". Basic policies are in place and the beginnings of systems to ensure that health care is delivered professionally and to current best practice. Recommendations made reflect the change needed to bring policy and training for boarding staff to current good practice level.

Inspectors understand that there may be changes made to the set up and entrance to the surgery, including better storage, a more sympathetic environment, and seating and a work station for her computer would enable her to work more effectively.

Boarders who are ill are looked after well. Plans may change the current sick bay

arrangements.

Boarders are supported in relation to health and personal problems.

The boarding team are aware of the need to introduce a written welfare plan for children with special welfare needs. Staff should consider such plans for emotional and behavioural issues as well as health needs.

There is excellent imaginative practice around bedwetting. There is good, enabling and responsible support for children with medical difficulties. The school has worked with some external professionals to support children, but the responsibility to engage such professionals is seen as a parental one. The inspector is confident that the school supports children well in this area.

The school works well to be inclusive, supporting children from other backgrounds, religions and cultures, whilst actively promoting its own English, Christian ethos and customs. Parents have routes of contact with children.

New pupils are introduced to the school's procedures and operation and are helped to settle in. Children verified this with positive comments.

The school has good systems for monitoring the general school records that must be kept and for taking any essential action in relation to risk assessments, complaints, punishments and accidents.

Food is of a good standard, children have access to the food they need and like. Children have made positive suggestions about breakfasts at the weekend and they should be encouraged to take these to the catering committee.

General fire safety practice is good. Recommendations have been made that the Fire Risk assessment must be completed and a full inspection by Warwickshire Fire Safety Service requested formally. Boarders are well occupied with a range of activities though several reported that the promise of cinema trips was not routinely delivered.

Inspectors note that the Head has made improvements to the practice around high-risk activities and trips.

Staffing

Eight standards were met, of which one exceeded the standard; one was almost met. Boarders are well supervised by staff. There is good supervision of students off site. Night cover arrangements are well established and boarders appreciate the waking night matrons. The school should further invest in the training and appraisal of boarding staff. Recommendations are made about continuing the programme of training of boarding staff and the need for house parent job descriptions to reflect the current boarding practice. The Head is aware of the need to clarify the role and position of spouses of boarding staff.

General relationships between boarding staff and boarders appeared good. Boarding staff were enthusiastic, knowledgeable, sensitive, approachable and clear in their communications and observed relationships with children.

Communication was observed to be relaxed but mutually respectful. Recruitment systems put in place by the Head meet all elements of the standard for safe practice. All staff

employed under previous recruitment practice underwent an enhanced CRB check last year.

Premises

Nine standards were met; three were almost met.

Whilst boarders are provided with satisfactory accommodation, Inspectors recommend a review of the use of accommodation to better fit the needs of staff and children and make the best use of space. Recommendations have been made in relation to boys' bathing areas. Laundry facilities are small, as are snack preparation areas. More common room/quiet study space is needed for girls. There is a good range of safe recreational areas. The school has initiated a full health and safety audit. There are plans to adapt and improve sick bay provision.

Girls' accommodation is in need of investment to bring it to the same good standard as that of the boys. Storage and study areas in girls' rooms could be improved. The children like sleeping accommodation.

The Head and staff have done much to improve the décor and children were pleased with the new paint and wallpaper. Following the inspection the Head reported that girls' accommodation had been upgraded and a "quiet room" made available.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS3	Consolidate Child Protection procedures to reflect Warwickshire Area Child Protection Committee guidelines.	1/1/05
2	BS5	Ensure that all information about complaints, for children and adults, includes route of contact to the Commission at any stage of the complaint.	1/1/05
3	BS25	It is recommended that water cooler/ fountain be provided in the boys' area.	1/1/05
4	BS26	The school should make a strong approach to Warwickshire Fire Services to carry out an inspection of the premises as soon as possible. A fire drill should be carried out in 'boarding time' once every term and the fire risk self-assessment should be completed.	1/1/05
5	BS26	Records of fire safety checks and tests must be accurately maintained to reflect safe practice.	1/1/05
8	BS39	Put in place a written agreement between the school and any adult not employed by, but living in school buildings as specified in standard 39.	1/1/05
9	BS40	Ensure that dining furniture is deep cleaned satisfactorily.	1/1/05
10	BS44	Bathing facilities that are not currently private should be made private. Attend to heavy marking in some baths.	1/1/05

11	BS47	Complete the health and safety audit, put in place full risk assessments to address significant hazards and activities in indoor and outdoor hazards and equipment including electrical and gas or boiler systems.	1/1/05
12	BS47	Obtain a safety check for boiler, lighting and heating systems.	1/1/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS2	Consider use of other strategies for working with bullying, e.g. peacemaker groups, mentors, welfare plans for those who bully, analysis of times, places and frequency of bullying.
2	BS3	Engage external qualified trainers to carry out Child Protection training. Consult with Warwickshire Social Services Department and LEA for joint training opportunities.
3	BS7	Create a file audit of children's information that can track/trace on which of the current four files information is to be found.
4	BS7	Consider extending the range of information that is sought from parents about their children at the point of admission particularly in relation to emotional or welfare issues that boarding staff should be sensitive to.
5	BS9	The school should develop its major incident plan with reference to foreseeable major incidents and crises.
6	BS12	Provide more opportunities for boarders to contribute their views to the operation of boarding through meetings, suggestion boxes and boarding prefects.
7	BS13	Clarify the extent and use of prefect sanctions.
8	BS15	Create better seating, workstation, storage and access to the surgery from the sick bay.
9		Ensure that the administration of medication policy is in accordance with the Royal Pharmaceutical Society June 2003 guidance for children's services, particularly in relation to recording receipt from home and disposal or when drugs are returned home, monitoring of fridge temperatures to ensure safe storage of insulin and procedures for administration of controlled drugs.
10		Create medical health plans for children with complex health needs.
11	BS15	Develop a written welfare "Plan" format that could be used to support children with special welfare needs, emotional or behavioural difficulties.
12	BS34	Extend the formal induction process, linked to training opportunities and appraisal for boarding house parents and matronal staff.

13	BS34	Consider a skills and training specification for all staff with different responsibilities in boarding.
14		Clarify with written undertakings, the role of partners and spouses in boarding duties.
15	BS35	Rationalise the boarding staff handbook/guidance.
16	BS38	Audit the staff files and create a front sheet of the processes that have been followed in respect of each member of staff.
17	BS40	Carry out a full review and audit of boarding space and facilities. This should address a programme of maintenance and renewal.
18	BS43	Provide girls with more private/quiet study and storage space.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	YES

Date of Inspection	18/5/04
Time of Inspection	10AM
Duration of Inspection (hrs.)	25
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

**FRO
M**

7

TO

13

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:

Boys	46
Girls	19
Total	65
Number of separate Boarding Houses	2

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence	Standard met?	3
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There is a new prospectus in progress. The existing statement covers:

- The aims and organisation of boarding
- Admission criteria
- Outline of facilities and welfare support for boarders
- Religious or cultural aspects

The statement was reviewed in January 03 and updated. Boarding practice is good. Ongoing amendments are needed to existing statements to reflect this good practice.

Standard 2 (2.1 – 2.6)		
The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	3
<p>The Head and staff take bullying very seriously and have clear zero tolerance policy. Information about this is posted in children’s bedrooms. It covers preventative measures, responses to bullying and includes a definition of bullying.</p> <p>Pupils did not identify bullying as a problem at the school. Pupils are encouraged to speak up about bullying through the “Helping hands” leaflets. Boarders have reliable means of reporting bullying to the deputy.</p> <p>Strategies for countering bullying are referred to in PHSE within the school curriculum. Inspectors would like to see a range of other strategies in place, Peacemaker circles, and mentoring, active plans for working with bullies through a welfare plan. An advisory recommendation has been made.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	74	%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

2

Practical arrangements around child protection are safe. There have been no referrals to, or concerns from Child Protection team. Relationships with team manager and senior staff in the Rugby team should be promoted. Opportunities for “working together”, through training or informal contact should be pursued so that consultation is done with confidence and is effective.

The child protection policy is not wholly consistent with requirements of “Working together to Protect Children” and Warwickshire Area Child Protection Committee procedures. The necessary information and guidance is found across the Pastoral Policy and the Staff handbook, but should be consolidated within the Child Protection policy and procedures.

The Child Protection procedures must include:

- Written referral within 24 hours to Warwickshire Social Services Department rather than internal investigation by school.
- Requirement to report outside of the school to the Commission (“whistle blowing”) and immunity from disciplinary action when done in good faith. (Inspectors note this information is made available to staff in their handbook).
- What to do if the allegation relates to the person with responsibility for Child Protection matters.

The Child Protection policy does contain advice for staff on protecting individual children, avoiding leading questions, guidance on appropriate confidentiality, keeping written records and reporting to the school’s designated person.

The Head has trained staff in Child Protection procedures and has improved awareness of this area amongst staff. He has produced a good “aide memoir” for staff when considering Child Protection matters. There have been no reported Child Protection incidents within the last three years.

The Head established contact with Nicola Lomas, Manager of Rugby Children’s Team following the inspection and should seek further advice from the Area Child Protection Committee on the school’s procedures through this contact. A recommendation has been made about this and about the need for qualified trainers to carry out Child Protection training. A Governor has the responsibility of reporting on Child Protection matters to the board of Governors and he is to be informed of all Child Protection matters.

Prefects and senior pupils are named in the staff handbook as being people a child in distress could approach if they needed to talk. The Head reported that they are briefed appropriately to their age and responsibilities at their first 6th form meeting. There is a policy on searching and reporting any boarders missing from school. A written record is kept of pupils who abscond. There have been none from boarding.

Standard 4 (4.1 - 4.7)		
The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	3
<p>There is a written policy on discipline, punishment and rewards for good behaviour. There is a policy on restraint consistent with DfES circular October 1998. Restraint is not used and discussions with children and staff and observations of boarding practice confirmed this.</p> <p>Standards of pupil behaviour appeared generally satisfactory and pupils reported that punishments and sanctions were generally fair. Punishments are recorded along with incidents that led to them. The deputy head is responsible for general discipline and pastoral welfare. Children reported him to be liked and fair. He holds a “disciplinary profile” on every child in the school, (some are empty, others more full) and uses “Read, write and learn” sheets with children who misbehave.</p> <p>Discipline for boarders was reported to be in the hands of the houseparent. The disciplinary powers of prefects are defined. Policy guidance expressly forbids the use of force in disciplining children. Bullying is viewed as a serious disciplinary breach.</p>		

Standard 5 (5.1 - 5.7)		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
<p>The school has a number of routes for concerns and complaints. There is a complaints policy available to boarders, staff and parents. There is a specific procedure for children, though not all, when asked, were aware of this. Children can also use Helping Hands forms to raise their concerns quickly with the head or deputy head. There was good evidence of prompt action taken on issues that children raised in this way. Staff have made sure that children have different routes to being heard by an adult.</p> <p>In their responses to inspectors, parents reported that they had good quick communication established with the Head who they thought had resolved issues to their satisfaction.</p> <p>Complaints information does not include the route and right of access to the Commission. The Head keeps a separate record of all complaints that he has received and of their resolution. He has dealt appropriately with complaints, some of which have crossed into disciplinary investigations.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3)
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence	Standard met?	3
<p>Personal, social and health education provides guidance on alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted disease and protecting oneself.</p> <p>Staff were knowledgeable about the school's response to alcohol, smoking and substance abuse. There has been little experience of the need to act on these issues given the age range of the children.</p>		

Standard 7 (7.1 - 7.5)
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence	Standard met?	3
<p>Information about boarders is kept in files stored in four different places. Clear file audits would avoid duplication and "loss" of information. An advisory recommendation has been made. Houseparent files have been recently started. The Head has begun to organise the records kept about children in addition to a database of information. Significant emotional/welfare information has not always been documented at the point of admission, though may have been given verbally. An advisory recommendation has been made.</p> <p>There are individual records for boarders. These contain basic health and welfare information provided by parents. The medical matron is aware of improvements needed to the school's medical/health information sheet and inspectors support her ideas for a more thorough baseline of significant health information. Inspectors note the beginnings of good systems in health record keeping. Confidentiality is protected.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence	Standard met?	3
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There is clear, strong and positive leadership in the school. The Head is committed to and well experienced in the hands on approach to boarding.

The Chairman of Bilton Grange Trust Ltd commented that monitoring responsibilities are allocated between 6 governors. Two governors take responsibility for looking at pre prep arrangements and boarding pastoral issues. Governors spend time in boarding and have undertaken a Governors' training course.

The Head would like to have a representative from Boarding on the Senior Management Team; currently he is the direct link as the current Head of Boarding between all areas of school life, management and boarding. Training specifically in boarding is not established for staff. All have considerable experience of pastoral, nursing and practical boarding.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence	Standard met?	3
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Inspectors saw the written Emergency Plan for the school. This is a basis for further work needed. There have been no crises that have not been managed. The school should develop clear and specific references to foreseeable crises at and around Bilton Grange. Safeguarding of boarders including emergency accommodation arrangements and procedures should be addressed. A recommendation has been made.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence**Standard met?**

3

Inspectors toured the school and found that it has well organised boarding provision. There are currently fewer girls than boys boarding. The boys' accommodation was the most recently upgraded and the girls provision is now in need of improvement. The school reported that it was consulting and making plans to re organise the girls' accommodation. The Head has subsequently informed Commission for Social Care Inspection of improvements made. Children are mixed in age range in dormitories. Children spoken to reported this as being a positive arrangement. Recommendations have been made under standards relating to Premises.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?**

3

The weather was warm and dry during the inspection and boarders were able to spend the evenings out of doors. Children have a very busy day at Bilton Grange. Inspectors saw a range of activities taking place outside of teaching time including organised team games, croquet, bubble blowing and puppy walking.

There was evidence of well-structured weekends with activities provided with the fixed points of Chapel, letter writing, Saturday lessons and rest time at lunch, etc.

Boarders have a great deal of structured activities but they choose these. The Head has recently introduced a policy of giving boarders priority over day pupils for after school activities. Some children chose to flexi-board so that they can access the activities.

A playroom has recently been provided for junior children in the boarding accommodation. Children and boarding staff report that it is a very successful amenity. Boarders' access to the internet is supervised. The school reports plans to involve all teaching staff in boarding. Boarders reported they could use the grounds for a quiet walk when they feel they need some time alone.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?**

3

Inspectors saw much evidence of good relationships between boarding staff and pupils. An annual survey of boarders' views is undertaken by questionnaire. Boarding pupils have a lot to say about boarding provision. The school should improve the quality of feedback by employing more dynamic methods of canvassing on boarding issues, including through the boarding prefects, suggestion boxes and boarding student meetings. An advisory recommendation has been made.

Standard 13 (13.1 - 13.7)
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence	Standard met?	3
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Prefects are selected by the Head after consultation with all staff who come into contact with senior children. Their duties and the extent of their powers are written in the staff handbook. There was no written evidence of the criteria that are used to select prefect candidates or to 'de prefect' a pupil. The school should introduce transparency to the systems. Inspectors heard conflicting accounts from prefects about the extent of their minimal powers of sanction. This should be cleared up.

There was no evidence that prefects substitute inappropriately for staff. Prefects reported that although they were made aware of their responsibilities to generally safe guard other children within the scope and limits of their role, they received no specific tuition on responding to child protection allegations or suspicions. It was clear from talking to boarders, including the prefects, that the prefect role can be an important first line of assistance for children over a range of matters and prefects take this very seriously. A recommendation has been made earlier under standard 3.

Standard 14 (14.1 - 14.6)
Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence	Standard met?	3
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There is a clear policy that boarders may take personal or welfare concerns to any member of staff in the school. This happens in practice.

There is a wide range of people the children can turn to including the school captain. There is a personal tutor system, with mainly academic responsibility. Communication between boarding staff and tutors seems to be good.

Inspectors heard evidence of a range of adults that boarders feel confident that they may turn to for guidance or help with a problem. The school doctor doubles as the Independent Listener, though is not often used. Posters including the telephone number of Childline were seen in dormitories. The school should also make available the name and local number of the Commission for Social Care Inspection.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
 - Boarders are adequately supervised and looked after when ill.
 - Boarders are supported in relation to any health or personal problems.
 - Boarders do not experience inappropriate discrimination.
 - Boarders can maintain private contact with their parents and families.
 - Boarders' possessions and money are protected.
 - New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
 - Boarders' welfare is protected in any appointment of educational guardians by the school.
 - Risk assessment and school record keeping contribute to boarders' welfare.
 - Boarders receive good quality catering provision.
 - Boarders have access to food and drinking water in addition to main meals.
 - Boarders are protected from the risk of fire.
 - Boarders' welfare is not compromised by unusual or onerous demands.
 - The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
 - Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence	Standard met?	3
<p>Boarders access health care locally through "Dr Ian", the visiting GP and independent listener. This GP contributed his views on boarding to the inspectors. There is no regular pattern for GP visits, he comes on request and carries out "new boarder" medicals. Satisfactory arrangements are in place for dental and optical attention.</p> <p>The Senior Medical Matron/Girls' Houseparent is a registered general nurse with a current NMC registration. She is rostered for 40 hours of nursing cover. She is resident on site and the Head reported that she is available for advice and consultation at any time during the term.</p> <p>She has written the Medical Policy and the Drug Administration Policy that are specific to the school. A recommendation has been made to ensure that this is in accordance with the Royal Pharmaceutical Society June 2003 guidance on administration of medication in children's services, particularly in relation to recording receipt from home and disposal or when drugs are returned home.</p> <p>The Senior Medical Matron reported that some staff had undertaken First Aid Training. The Head reports that at the time of the inspection four staff had First Aid training and that subsequently 14 staff members, including all Matrons undertook this qualification. Inspectors recommend that staff administering medication should have some training in this.</p>		

The Inspector observed first hand how the whole school was organised during a staff meeting, to ensure that there were safe arrangements and medical cover for an upcoming sporting activity.

Prescription medication is given only to the boarder named. The Senior Medical Matron has done much to minimise the amount of general and stock medication and worked to make the medication systems she inherited, when she assumed responsibility, safe and logical. She has written clear guidelines for the administration of non-prescription, household medication to boarders, but plans to review these.

Storage of medication is satisfactory. Controlled drugs are kept securely. There is a drugs fridge. It is recommended that the temperature of this fridge be taken regularly. Boarders do not routinely self-administer. Boarders with Diabetes are encouraged to come under her monitoring and allow her to supervise administration of insulin.

There are satisfactory records of administration of medication, separate to NHS records. There is a written record of all significant accidents, illnesses or injuries. The Senior Medical Matron has implemented new recording systems in each child's medical file and is aware of the need to improve the standard health record sheet and to supplement them with health plans for those children with complex medical or health needs.

Written parental permission is obtained for administration of first aid, non-prescription medication and to seek medical, dental or optical treatment when required.

Inspectors acknowledge the amount of work undertaken and still planned by the Senior Medical Matron. She has done much to improve on the school's previous systems. At the time of the inspection she had recently suffered a broken wrist whilst playing rounders with the children. She reported that this had prevented her from fully completing the changes she had planned. There are children with complex health needs and there should be clear written health plans to cover their need.

Inspectors urge her to make professional links with other school nurses in the area and with Rugby Primary Care Trust school's nursing service. She is a member of the RCN School nurses Forum. Building work may be planned for the sick bay adjacent to the surgery. The school should consider the opportunity this provides to enhance the working space with adequate desk and seating arrangements and some better storage within the surgery.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

If boarders are ill, they may be cared for in their bedrooms, in the sick bay, or if very ill, they may be collected and taken home. There are waking night and day matrons who can be available to children who need looking after. The school Head reported that there are plans under consideration for knocking through between the surgery and the sick bay to make a larger area. Previous Inspection reports and the Independent School's Inspectorate report in 2001 also commented on the need for sick bay facilities to be made adequate. Adaptations to enable supervision from the surgery will greatly improve the ability of the school to care for sick pupils. A recommendation has been made in relation to this under "Premises". There are clear systems for the children to follow if they feel ill in the night.

Standard 17 (17.1 - 17.8)
Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence

Standard met?

3

The school does not work to written “welfare plans” for any boarder with special welfare needs, emotional or behavioural difficulties. However, there was evidence that staff were aware and were coordinating to support children who had need of additional pastoral support.

Staff reported that children who are vulnerable or bullied are identified and staff were able to talk with sensitivity about those children who are currently or had been of concern. It is recommended that the school considers how it would coordinate a written welfare plan where it is needed.

New record keeping has recently been introduced for boarding house tutors and medical staff and the school keeps records of communications with parents about their children. Information about children is kept in four sites:

- kept by the Deputy Head,
- general school records,
- house parents,
- medical notes.

A previous recommendation under standard 7 relates to the need to coordinate information about children in the four sites. It is recommended that the school consider a format for coordinating the work with any child who does have special welfare needs, emotional or behavioural difficulties so that action is coordinated and there is not unnecessary duplication. The Senior Medical Matron is to consider how a health plan could be created and the same consideration should be given to a written plan to support children experiencing difficulties in other areas.

There is a weekly staff meeting, involving academic and house parent staff. Inspectors observed the way staff shared information to support children with physical, behavioural and emotional issues. The weekly boarding meeting includes the Deputy Head, matrons, house parents and the Head’s wife, who takes a special supplementary role in the boys’ boarding area.

Whilst there is no formal report prepared by boarding staff, the Head does incorporate the boarding aspect into his reports to parents.

The matronal staff described their very creative and sensitive approach to reducing the humiliation of bed-wetting. This is excellent practice.

The school supports children appropriately who have asthma and diabetes, dyslexia and dyspraxia. There is a comprehensive “Learning support” department and associated policy.

The school has made links outside professional services where these are needed. Staff work in partnership with parents, for example by consulting with a Speech and Language Therapist to inform staff practice.

Standard 18 (18.1 - 18.6)		
Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>School documents show a clear commitment to equal opportunities and avoidance of inappropriate discrimination. There is a strong and declared Christian ethos. All children attend chapel regardless of religion, but do not have to take communion.</p> <p>The school does have students from overseas, some of whom attend for only short periods of time. These children were seen to be supported to settle and also to maintain the essential contact with parents at some distance.</p> <p>Arrangements can be made for special diets, dress and religious observations. Parents advise on what is needed.</p> <p>Culturally sensitive support is given to boarders for whom English is not their first language.</p>		

Standard 19 (19.1 - 19.6)		
Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Boarders say they can contact and be visited by their parents. Inspectors met parents dropping off equipment for their children. There are two direct BT lines to boarding. School information to parents advises contact between 7 and 9pm and that the first weekend should be avoided to enable children to “settle in.”</p> <p>Parents do not report any concerns about visiting arrangements. Boarders are encouraged to write weekly letters to parents on Sunday. This is an established tradition. Children can e-mail, and all have their own e-mail address at Bilton Grange.</p> <p>There was plenty of evidence in school records and from discussions with staff and parents comments that there is two-way communication about children. Information about help lines for young people is made easily available to boarders.</p>		

Standard 20 (20.1 - 20.3)		
Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>Boarders confirm that management and distribution of pocket money is fair. Written records are kept.</p> <p>There is a popular “grub shop” at which students can spend a maximum of 70 pence. Boarders have a secure, accessible place to keep personal possessions and valuables. There are lockable cupboards or drawers next to each bed in dorms. The Head reports that combination locks are used where possible and that children occasionally ask Matrons to hold a spare key for their tuck boxes.</p>		

Standard 21 (21.1 - 21.3)		
There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
New boarders are given information about boarding routines and rules, including key information in writing. This is the A to Z for Boarders and the Information for New Boarders. Each new child has two escorts to act as guides to boarding.		

Standard 22 (22.1 - 22.4)		
Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The Head makes it clear that the school does not organise guardians.		

Standard 23 (23.1 - 23.4)		
The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
The Head has systems in place to monitor records of risk assessments, major punishments, complaints and accidents. This happens through the Health and Safety Committee and the Senior Management Team. There was evidence of clear action being taken by the Head in response to issues arising.		

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?****3**

Meals are nutritious, reasonably balanced, and adequate in frequency, hygiene and temperature.

There is a choice of meals. Traditional food, salad and pasta bar, baked potatoes and soups at most meals. The pasta bar is very popular. The Head's wife observes pupils as they pass through making their choices, to keep an eye on the range of foods children eat. Crockery, cutlery and facilities are sufficient and clean.

Dining rooms and furnishings are suitable and big enough. There is a steady flow of children eating between 12.15 and 1.30 pm during the school day and a weekend average of 35 children boarding over the weekend.

Children had positive suggestions about weekend breakfasts, which they were encouraged to take to the established and active catering committee. The Head reported that the Senior Medical Matron and the catering manager meet regularly to discuss special diets and health matters.

Children with diabetes are provided with plates of sandwiches to maintain the right blood sugar levels. Menus are e-mailed to parents of children with special dietary requirements. The new catering manager intends to post menus on the school website. Staff have food hygiene certificates.

The catering manager reported no outstanding concerns from Environmental Health Food Safety Department.

In letters to the Commission for Social Care Inspection, a few parents had concern that teas were not substantial and had too many carbohydrates. They would like to see the quality, quantity and availability of food provision reviewed. Other parents reported there had been improvements in the quality of the food recently. Inspectors ate with children at breakfast, lunch and tea and found the food to be of a good quality.

Standard 25 (25.1 - 25.5)		
Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	2
<p>Drinking water is available in boarding houses and during school day at all reasonable times. The water in the boys' boarding area is not potable and water has to be brought in large quantities from the girls' side. It is recommended that water cooler fountain be provided in the boys' area.</p> <p>Snacks are available to boarders at reasonable times other than mealtimes. Matrons may collect foodstuffs from the main kitchen. There are not established kitchens in either boarding side. The Head reports that evening snacks are prepared and administered by matrons and boarding staff. There are toasters and kettles in both boys and girls areas, though food preparation area is in the laundry area on the girls side. Staff are clear that the two activities do not take place at the same time.</p>		

Standard 26 (26.1 - 26.5)		
Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	2
<p>Records inspected show that a late evening fire drill took place in September 2003 and a number of points for improvement were raised particularly regarding emergency lighting. The Bursar and Headmaster report that these were implemented and that all required drills were carried out. Inspectors did not see records for this.</p> <p>Records of weekly fire alarm tests were inspected and show gaps. The Headmaster reports that the system is tested every Wednesday. The detection system and emergency lights are serviced on contract. There was evidence of recent staff training in the use of fire fighting equipment. Extinguishers were serviced and tested in April 2004.</p> <p>The school has not had a Fire Officer's inspection since 1999. The fire risk self-assessment of the school was inspected and found to be only partially completed.</p>		

Standard 27 (27.1 - 27.3)		
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
<p>The school does not exert unusual or especially onerous demands on boarders. Boarders have free time each day and are encouraged to join in organised or constructive activities. The school day begins at 8.30am ends at 5.40pm for the younger pupils and 6.10pm for the older pupils. Bedtimes are quite early at 7.30- 8.45pm. Boarders do not go up to the boarding accommodation until shortly before bed, unless with permission of House parents or Matrons. They attend after school clubs and organised activities downstairs within the school or outside.</p> <p>One parent reported that children had not been consulted about the reorganisation of Sunday activities. Her son had previously felt that this was his day off and it isn't now. Wednesday and Saturday afternoons have a sports focus.</p>		

Standard 28 (28.1 - 28.2)		
The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	3
<p>The school offers its premises for use by external activity groups. Oakley Holidays and the Rotary Youth Exchange currently do this. These schemes bring their own staff and no boarding staff or children from the school are involved.</p>		

Standard 29 (29.1 - 29.6)

Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence**Standard met?**

3

There are risks assessments to cover high-risk activities and the school has systems to ensure that adults instructing or supervising high-risk activities have the correct qualification from the national governing body or association for the activity concerned. Safety equipment is used and measures taken.

Written parental permission is obtained in advance for boarders to participate.

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

Key Findings and Evidence**Standard met?**

3

Boarders have access to newspapers and TV, subject to parent's wishes. Internet use is with adult supervision. House parents have an "eye" for non-suitable programmes on TV. Children do not leave the school site alone.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.

Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence	Standard met?	3
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Boarders are well supervised by staff. Staff levels are broadly satisfactory in number and competence for the number and age of children. There are four house parents, one of whom also doubles as the Senior Medical Matron. There are two full time Matrons and 2 part time matrons, though they are currently carrying a vacancy. There are two waking night matrons.

Children do act in positions of responsibility as "duty" prefects, dorm captains and seconds. There is a team of 9 domestic staff supervised by the domestic senior and the Bursar.

There is a duty rota. There are generally two sets of house parents plus two matrons, though during the inspection there was one, moving between the boys and girls areas at key times. Academic staff provide support during the early evening period until 9.30pm. There is one waking night matron based in the boys' area, she makes regular patrols between the two areas.

The boys and girls areas have a pair of resident house parents and the head's wife provides additional support on the boys' side. The Head and deputy Head do a regular full evening of duties on the boys' side. This has the greater number of children.

Long serving boys' house parents are moving on from the school and the Head has recruited replacement staff. Staff responsible for boarders are clearly identifiable. Boarders know who is in charge at any time and can contact them. Back up and on call arrangements work in practice. No boarders remain in school during holiday and exeat periods.

Standard 32 (32.1 - 32.5) Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.		
Key Findings and Evidence	Standard met?	3
<p>The number of staff accompanying children on trips, overnight stays and trips abroad satisfy DfES guidance on minimum ratios. Staff know where boarders are or how they can be contacted at all times. Boarders do not leave the school site without an adult. There is a policy on safety and supervision of boarders during journeys, school transport, use of private vehicles and boarders using public transport.</p> <p>Gap students are used in the school but do not play an active role in boarding.</p>		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	4
<p>Night cover arrangements are well established and boarders appreciated the comforting presence of waking night matrons. This is good practice by the school in responding to the needs of young children in boarding. Two sets of house parents and a waking night matron are present in the boarding houses each night. Night matrons make regular patrols and are well liked by the boarders. Registers are taken each night so that staff know who is sleeping in the house, including the occasional boarders.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
<p>There are satisfactory arrangements for supervision of staff in all areas of responsibility. There is a staff induction-training checklist for staff. Only academic staff have a formal process of appraisal currently. The Head reported that he planned to include boarding staff in an appraisal system.</p> <p>The Head reported that he plans to enrol new boarding staff on Boarding School Association (BSA) courses. The Head reports that Matrons have had first aid training. Inspectors considered they would also benefit from BSA specific training for matrons.</p> <p>The school should invest in the induction, training and appraisal of non-teaching staff. A skills and training specification for staff at all levels would assist with any appraisal system. A recommendation has been made.</p> <p>The Head reports that most job descriptions are current and plans to update those that are not as the boarding responsibilities and practice change. All staff have had child protection training by the head. The role of spouses and partners of boarding staff was not made clear at the time of the inspection but the Head subsequently reports this has been rectified. The Head had planned to clarify this with new staff that he appoints.</p>		

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

Key Findings and Evidence**Standard met?**

3

There is a Bilton Grange Staff Handbook. This was updated in March 04. This covers the full range of information required by academic staff to carry out their duties and promote the welfare of children. Information is geared towards teaching staff. "Procedures for Boarding Staff" is a comparatively slim document of 3 pages that is supplemented by Boarding Procedures and the Pastoral Policy. These documents contain some conflicting information. A recommendation has been made to update and consolidate this information.

There is a staff disciplinary procedure, known to staff, contained within the contract that includes provision for precautionary suspension of staff pending investigation following allegations.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

3

General relationships between staff and boarders appeared good with some exceptions noted in questionnaires by boarders about teaching staff. The Head is aware and has managed these matters. Boarding staff were enthusiastic, knowledgeable, approachable and clear. Communication was observed to be relaxed but respectful on both sides.

Standard 37 (37.1 - 37.2)

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

Key Findings and Evidence**Standard met?**

3

Staff supervision of boarders is done through patrolling and availability rather than intrusion that could be embarrassing.

Some girls requested a little more emotional privacy in the boarding house.

Standard 38 (38.1 - 38.10)

Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence**Standard met?**

3

Systems under the new Head include all elements of the standard. Inspectors acknowledge that the Head has inherited staff recruitment practice that does not meet the standard.

It is recommended that the school adopt a front sheet for staff files to audit the quality of recruitment for new and existing staff and spouses. This should include all elements of this standard and the school's internal processes. Some centralisation of responsibility for this would be good. Currently the Bursar manages recruitment of non-teaching/boarding staff.

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence

Standard met?

2

Adults visiting the boarding accommodation do not have unsupervised access to boarders or their accommodation.

All practicable steps are taken not to allow unsupervised access by any adult who has not been checked.

It is recommended that the school introduce a written agreement between school and adults not employed by, but living in the school, such as husbands or wives of house parents. This should specify terms of accommodation, guidance on contact with boarders, responsibilities to supervise visitors, grounds for termination of accommodation and requirement to inform an unrelated senior staff member if they charged with or convicted of an offence.

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

2

Boarders are provided with satisfactory accommodation. The boys accommodation has been much improved since the last inspection three years ago, carpeting, décor and general atmosphere is more comfortable and homely. The Head was aware of improvements needed in girls' dorms and reports that he has achieved this.

The Bursar reports that new boilers were installed in 2002. There was no evidence of any CORGI approved inspection or annual service of the system.

All meals are taken in the school hall. Some drinks and evening snacks are taken in boarding accommodation. The boarding pantries are minimally used, clean and safely organised. There was evidence of a build up of grease deposits on dining furniture in the hall. The Inspector was told that the dining hall is 'deep cleaned' once a year but heard conflicting accounts as to whether it is the responsibility of the catering or the cleaning department to 'deep clean' the furniture. Some chairs had tears in the upholstery where dirt and grease was collecting on the exposed foam. Dining tables, benches and chairs should be regularly deep cleaned for hygiene. Torn dining chairs should be repaired or replaced.

Inspectors recommend a full inventory and programme for repair and maintenance.

Standard 41 (41.1 - 41.8)
Boarding accommodation is reserved for the use of those boarders designated to use it, and protected from access by the public.

Key Findings and Evidence	Standard met?	3
----------------------------------	----------------------	----------

Boarders' sleeping and living areas are reserved for the use of boarders and others only by invitation. Occasional "flexi boarders" have their own beds in shared rooms. Boarders said this was a positive thing about boarding.

There is a common sense policy for restricting access to school premises and boarders by people outside the school. The Head plans to move the reception for the school from the Bursar's bungalow to the entrance of the school building. This is the obvious place and will allow for a better sense of who has checked in and out. Unauthorised public access is prevented or deterred. There are surveillance cameras in use in the grounds.

Standard 42 (42.1 - 42.14)
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence	Standard met?	3
----------------------------------	----------------------	----------

Beds, bedrooms and bedding are all comfortable and satisfactory. Girls require additional storage and the head has subsequently reported that private study space is now available in a newly created "quiet room".

Boarders can and do personalise their space. Boarding accommodation is arranged by age and gender. Children sleep in dorms of between 5 and 8 beds. There is no overcrowding. Boys' bedrooms are particularly spacious.

Staff, staff family and visitors sleeping accommodation is separate from boarders' sleeping accommodation. Female gap students do share girls' boarding corridors and have bathrooms identified for their use.

Parents commented that boarders were now more able to personalise their own space and to make choices about dorm preferences.

Standard 43 (43.1 - 43.2)
Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence	Standard met?	3
----------------------------------	----------------------	----------

Boarders do prep within the school buildings. Boys have good space within their dorms for playing games at window seats and tables. Girls do not have the same space as boys for this and the Head has used a "spare" room on the girls' side, to create a quiet sitting room away from the TV.

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?****2**

Toilets and bathing and hand washing facilities are sufficient in number and placement for the children. Bath cubicles have very big gaps above and below doors in some boys' bathrooms. It is recommended that these are made private.

Broken bathroom tiles and blown light bulbs should be replaced promptly. Some baths are heavily marked and in need of re-enamelling or replacement. Inspectors have suggested an inventory and programme for repair of facilities, furniture and fittings and this would enable these matters to be brought within a rolling schedule of maintenance.

No concerns were raised by children or parents about the bathing facilities.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?****3**

Sports changing facilities are of sufficient size and privacy, with separate facilities for gender. These are not shared at the same time by significantly older and younger pupils, or by adults and staff.

Changing rooms used by boarders have private toilet and washing provision.

Standard 46 (46.1 - 46.6)
Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence	Standard met?	3
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There is a range of recreational areas and common rooms available outside school time. Boys and girls spend activity time together and then separate at “going up to bed” time. They go to the boarding accommodation only to fetch things during this time.

A new common room has been created for the younger boys. This is an imaginative and sensitive acknowledgement of the need for younger boys to play. Boys were seen to use this for building indoor dens. Staff reported that this was a very popular use of space. Boys also have a large sitting room. The girls’ sitting room is small and the Senior Medical Matron is considering how an additional common room can be created. Inspectors support a review of the boarding accommodation to make best use of the available space. There are large, underused connecting rooms that could be brought into better use. This should be done as part of the inventory. The Head subsequently reported that a quiet sitting room has been created for girls.

New sofas have been purchased for the small girls sitting room. Girls chose to keep the older sofa still in place, as it is the most comfortable!

Boarders can be alone if they wish. The grounds are extensive and well used in good weather. Children change into boiler suits to enable them to have a good time in the outdoors.

Children do go into staff accommodation, but this is well managed and no children or adults reported concerns about this.

Standard 47 (47.1 - 47.9)
Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence	Standard met?	2
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The school last commissioned an external Health and Safety audit in 2001. The Head has assured that a new audit will be completed by January 2005.

Sleeping, living and recreational areas, indoor and outside were seen to be free from hazards to boarder safety, e.g. trailing flexes, overloaded sockets, unguarded heaters. Portable Appliance tests are carried out. Recommendations have been made here that also relate to standard 40

Standard 48 (48.1 - 48.4)		
Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>There is a designated room for isolation. It does not currently have an en-suite toilet and washing facilities. There are four beds in the sick room. The Head has plans to improve the sick bay provision by connecting the sick bay with the Senior Medical Matron's Surgery. This will enable ease of supervision. Inspectors support these plans, though understand there may be difficulties in the adaptations due to an inconvenient pipe which runs through the interconnecting wall.</p> <p>It was reported that children who are sick, tend to want to be in their own beds or sitting rooms. Inspectors observed satisfactory, child focussed care of one sick child during the inspection. Parents were called and close supervision and care given in the girls' sitting room until she was better.</p>		

Standard 49 (49.1 - 49.3)		
Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Laundry facilities are small and laundry is a huge part of the work of the matronal team. They have a great care and responsibility for ensuring that children have all the right clothing for the activities of the day. The girls are in need of better "off floor" laundry storage. Clothes are satisfactorily stored and returned to the right person.</p> <p>Parents requested better quality washing powder that doesn't bleach clothes.</p>		

Standard 50 (50.1 - 50.2)		
Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>Boarders can purchase personal toiletries and stationery from the school shop or on trips with adults to local shops.</p>		

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence**Standard met?**

9

The school does not arrange lodgings.

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

3

The school makes satisfactory arrangements to ensure safety of accommodation for Bilton Grange children at field study centres, accommodation abroad, and school owned accommodation away from school site and on exchange schemes.

Supervision minimises contact with adults unchecked by CRB. Sporting, performance or exchange trips are monitored by the school to safeguard and promote boarders welfare. Inspectors observed staff in discussion about safety for children during sports trips and events hosted by Bilton Grange.

PART C

LAY ASSESSOR'S SUMMARY

(Where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by _____, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____

Signature _____

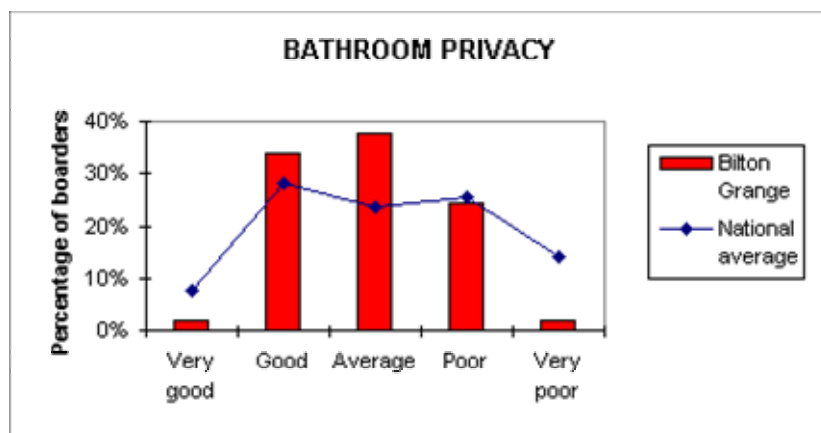
Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

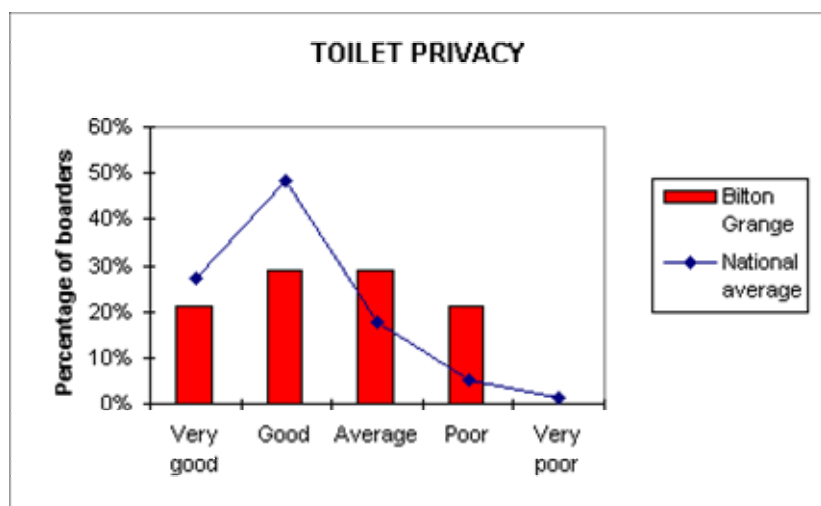
BATHROOM PRIVACY

	Bilton Grange	National average	Number
Very good	1.9%	7.7%	1
Good	34.0%	28.2%	18
Average	37.7%	23.8%	20
Poor	24.5%	25.7%	13
Very poor	1.9%	14.0%	1
TOTAL	100.0%		53



TOILET PRIVACY

	Bilton Grange	National average	Number
Very good	21.2%	27.2%	11
Good	28.8%	48.5%	15
Average	28.8%	17.9%	15
Poor	21.2%	5.0%	11
Very poor	0.0%	1.1%	0
TOTAL	100.0%		52



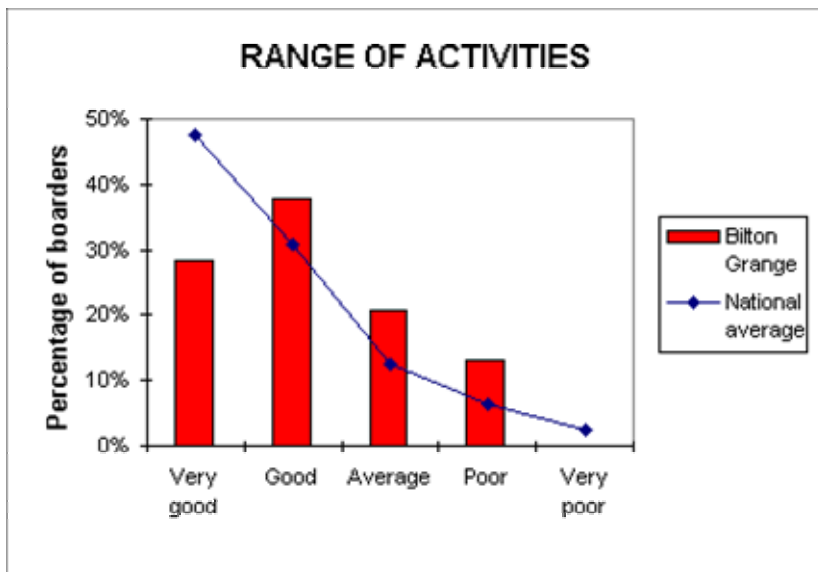
QUALITY OF FOOD

	Bilton Grange	National average	Number
Very good	13.2%	12.4%	7
Good	45.3%	27.0%	24
Average	35.8%	41.5%	19
Poor	5.7%	13.9%	3
Very poor	0.0%	4.9%	0
TOTAL	100.0%		53



RANGE OF ACTIVITIES

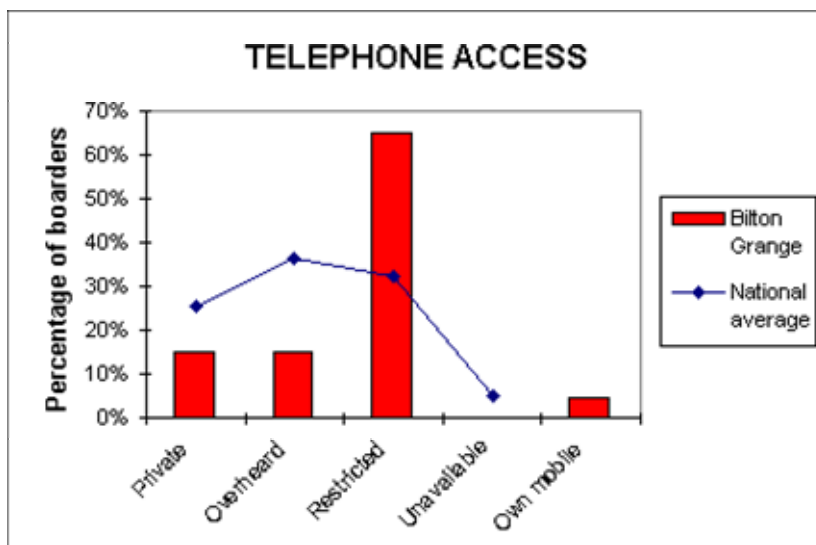
	Bilton Grange	National average	Number
Very good	28.3%	47.5%	15
Good	37.7%	30.8%	20
Average	20.8%	12.4%	11
Poor	13.2%	6.3%	7
Very poor	0.0%	2.3%	0
TOTAL	100.0%		53



TELEPHONE ACCESS

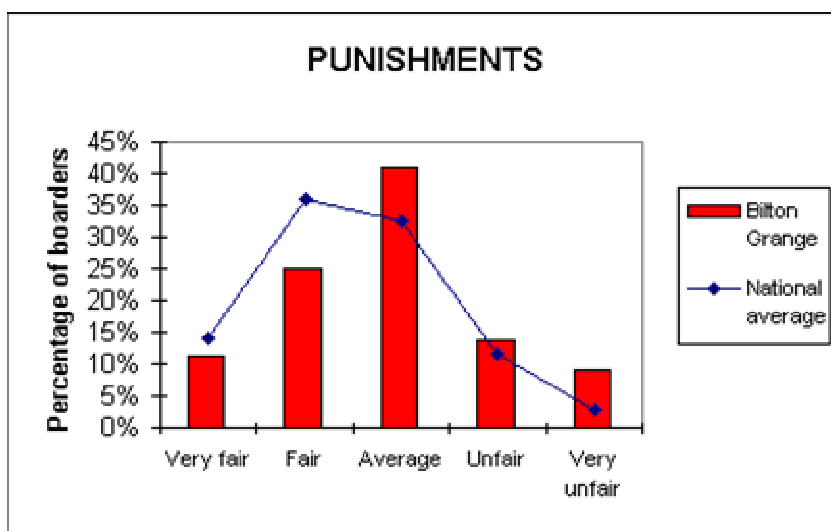
	Bilton Grange	National average	Number
Bilton Grange School			

Private	15.2%	25.4%	7
Overheard	15.2%	36.5%	7
Restricted	65.2%	32.5%	30
Unavailable	0.0%	5.0%	0
Own mobile	4.3%		2
TOTAL	100.0%		46



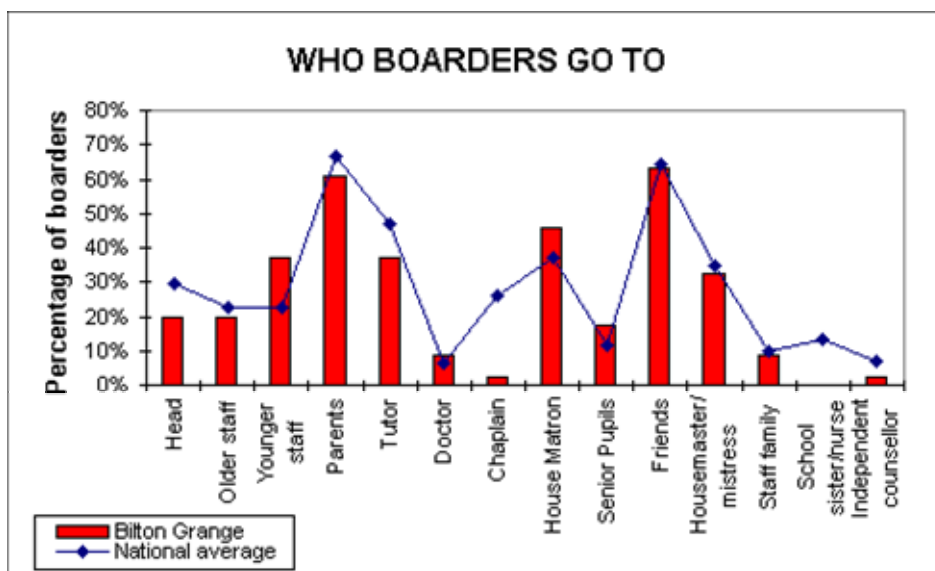
PUNISHMENTS

	Bilton Grange	National average	Number
Very fair	11.4%	14.0%	5
Fair	25.0%	35.9%	11
Average	40.9%	32.5%	18
Unfair	13.6%	11.7%	6
Very unfair	9.1%	2.7%	4
TOTAL	100.0%		44



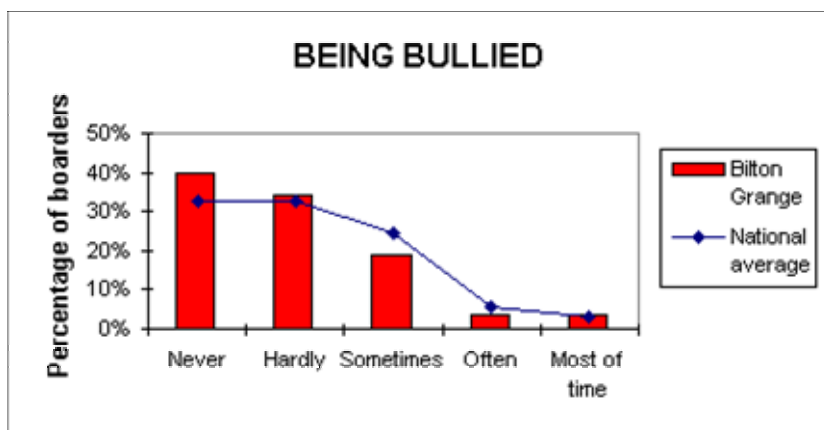
WHO BOARDERS GO TO

	Bilton Grange	National average	Number
Head	19.6%	29.4%	9
Older staff	19.6%	22.6%	9
Younger staff	37.0%	22.4%	17
Parents	60.9%	66.9%	28
Tutor	37.0%	47.2%	17
Doctor	8.7%	6.1%	4
Chaplain	2.2%	26.0%	1
House Matron	45.7%	37.0%	21
Senior Pupils	17.4%	11.7%	8
Friends	63.0%	64.4%	29
Housemaster/ mistress	32.6%	35.0%	15
Staff family	8.7%	10.1%	4
School sister/nurse	0.0%	13.2%	0
Independent counsellor	2.2%	6.7%	1
			46



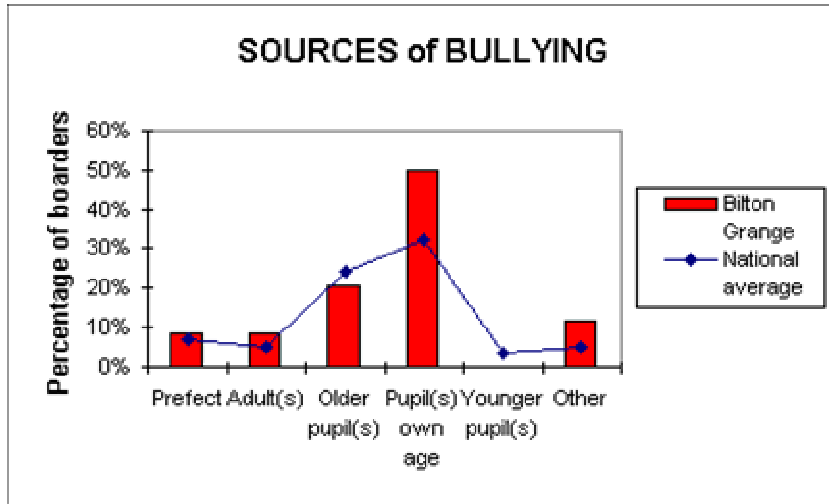
BEING BULLIED

	Bilton Grange	National average	Number
Never	39.6%	32.8%	21
Hardly	34.0%	32.4%	18
Sometimes	18.9%	24.6%	10
Often	3.8%	5.7%	2
Most of time	3.8%	3.1%	2
TOTAL	100.0%		53



verage Number

Prefect	8.8%	7.2%	3
Adult(s)	8.8%	5.1%	3
Older pupil(s)	20.6%	24.2%	7
Pupil(s) own age	50.0%	32.1%	17
Younger pupil(s)	0.0%	3.3%	0
Other	11.8%	4.8%	4
			34



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