

# Loughborough Grammar School

Inspection report for boarding school

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

Loughborough Grammar School was originally founded in 1495 but moved to its present site in 1850. The Grammar School is part of a larger complex known as the Loughborough Endowed Schools with a total student population of 2100. Situated in the grounds are Loughborough High School for Girls and Fairfield Preparatory School, a co-educational prep school which prepares boys and girls for the senior schools. Each school is independent but all share a common board of governors and centralised Bursary and Human Resources. All schools share the extensive range of on site educational facilities and sports grounds on the periphery of the town. The Grammar school is inclusive in its attitude and intake accepting students of all denominations and religious traditions despite having an underpinning Christian ethos. Loughborough Grammar School view education in a traditional and wider sense of academic, social, spiritual and physical development. Boarding is provided by the school for up to 43 students across two boarding houses. School House, part of the original school building houses the senior boarders while younger boarders live in a separate detached building, Denton House. Both boarding houses provide students with a close knit community with emphasis on providing a supportive, homely ethos. The majority of boarding is offered as full boarding, providing opportunities for students who by virtue of distance from their homes would not be able to attend the school on a daily basis. The school accommodates some overseas students and provides some flexible boarding where students are permitted to go home for the weekend.

### **Summary**

This report is of an announced full inspection undertaken as a part of the three year inspection cycle. The inspection looked at the Boarding School National Minimum Standards under the Every Child Matters outcome groups. The inspection revealed that the school provides a good quality of care for boarders across the range of outcome groups.

The overall quality rating is good.

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

### **Improvements since the last inspection**

A significant number of improvements have been made to the services provided to boarders at Loughborough Grammar School since its last inspection in 2005. Despite the relatively small cohort of boarders the Senior Management Team have acknowledged the importance of this residential provision as a key part of the service being provided by the school. Improved lines of communication and responsibility for boarding have been established within the tier of school management. The schools previously reported strengths in areas of pastoral care and positive relationships between boarding staff and students have been maintained. Each boarding house has a distinct identity that reflect students age, their particular needs and individuality. Boarders comment favourably about the quality of care they receive and the commitment of the respective house masters. The school is robust in its approach to all matters relating to health and safety. Although the site is bisected by a public right of way the physical welfare of all students and boarders is rigorously guarded. Boarding Houses are secure but not restrictive. Risk assessment is unobtrusively integrated into all aspects of the schools daily life and practice. Students and boarders are protected from abuse because the school is active in implementing expectations about acceptable codes of conduct and behaviour that are reinforced by responsive anti-bullying and child protection procedures. Tutors and ancillary staff receive regular and

updated child protection awareness training. Boarders view's on catering are taken seriously and a balance has been reached that actively addresses the majority of boarder's needs most of the time. Students have access to a wide range of freshly prepared meals and snacks.

### **Helping children to be healthy**

The provision is good.

Students medical health and wellbeing needs are being effectively promoted through professional and comprehensive services that respond to the needs of the large majority of day pupils and those of students who board at Loughborough Grammar School. Students have access to good quality medical treatment and first aid during school hours. Two part time, nurse qualified matrons are available in the School's sick bay for the treatment of minor ailments and illnesses. A school appointed General Practitioners surgery is held weekly and boarding students can conveniently, with staff assistance, be helped to access local community services at all other times. A Matron is on call at all times during school terms and during 'out of hours' by phone. The School operates a considered medication policy covering procedure and practice guidance that specifically addresses the use of non-prescribed medication and pupils who need to self-medicate. Staff are trained in the administration of medication, as required and actively put into effect the School's health education policies by integrating them into their daily contact with pupils. Formal consent for medication and first aid is sought from parents and guardians prior to a students admission to the school. Comprehensive school and supplementary NHS records are compiled for all students requiring any health related treatment thereby ensuring that the medical welfare of students is promoted. Any changes regarding the health and medical histories of each pupil is obtained through the school matrons maintaining active contact with families. This communication ensures individual's needs are identified and receive immediate and appropriate response when students are taken ill. The schools separate accommodation for sick pupils is of an acceptable standard for those students who cannot go home, for short periods of isolation and privacy. Pupils have access to ongoing and age appropriate information and guidance with regard to health and social issues. These areas are comprehensively addressed formally through the School's curriculum. Boarders are well informed and know who they may approach to discuss personal, health and social matters. Pupils religious and health related dietary needs are met by a team of catering staff responsible for the selection preparation and provision of a cosmopolitan variety of meals. Catering managers have a comprehensive understanding of what makes up a good balanced diet and provide catering staff training about nutrition to enable them put this into effective practice. Students eat their main meals in a central refectory. Students can also buy food from the tuck shop and have access to drinking water fountains around the campus. Boarders are provided with additional weekly provisions to make evening and weekend snacks in the boarding houses. Menu planning integrates culturally appropriate food and encourages students to try a diverse range of dishes. Flexible arrangements are made to take account of sporting students dietary needs and generally to promote a healthy options and choice. Because the students numbers fall at weekends such choices are substantially reduced and being reduced give rise to some food related student complaints. Catering managers have been anxious to address these concerns in a collaborative and proactive manner. Boarders have access to laundry facilities. They confirmed that the provision was to a good standard with individual belongings always being returned promptly.

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

The provision is good.

Students and boarders are protected from bullying by the rigid enforcement of the school's policy and procedures for dealing with oppressive behaviour of any type. Boarders and staff are clear about what constitutes bullying behaviour and confirm that it is not tolerated by the school. Staff and prefects are vigilant and act decisively to prevent such behaviour and by doing so protect students from potential harm. The school has established procedures for responding to child protection concerns. Students are aware of who they can approach to raise any matters that may trouble them. Staff and prefects are briefed annually about the school's child protection duties and how to practically identify child protection concerns. The school has established positive links with local social services departments and will actively consult about any unexplained behavioural matters that raise concerns. Whilst effective in practice the school's policy and recording methodology for child protection concerns requires updating to include the implementation of Local Safeguarding Children Board procedures to underscore the manner in which it presently promotes student safety is congruent with revised national practice. The school's policies relating to the management of behaviour are made explicit to students, boarders and their parents. The management of behaviour is extremely effective with the majority of students imposing high expectations upon themselves. Prefects act as positive role models and do not give out sanctions without consultation with tutors. Prefects are fully aware of their responsibility in assisting with the maintenance of order and the high standards to be complied with by students and boarders. Standards of behaviour are very good negating the need for the use of any physical restraint. The school has a clear complaints procedure and information about this is widely available to students, boarders and parents through well written and widely publicised material. Students confirmed that they know how to complain and to whom they would make concerns known. House masters and staff are proactive in addressing boarders' concerns well before they become serious enough to become a recordable formal complaint. The school has improved fire prevention and detection equipment and procedures. Safe procedures are in place to protect students through the regular testing and maintenance of detection equipment, extinguishers, fire alarms and other electrical equipment. Boarders have routinely scheduled opportunities to practise the evacuation of their houses. Boarding staff, however, must be taught how to confidently use the upgraded fire detection systems to insure that any false alarms on the system do not adversely or unnecessarily affect students who board. Students confirmed that staff are respectful towards their needs for privacy while being responsible for their supervision, welfare and safety. Students do not feel intruded upon by staff and confirmed that the school afforded places within the houses and grounds where they could be quiet. The school adopts a rigorous risk assessment approach for all aspects of safety of the premises, grounds, behaviour and activities to ensure that any areas used by students and boarding houses are free from avoidable or potential safety hazards. The school has effective strategies and surveillance in place to address any external risk to students. Identifiably high risk activities provided for students are well supervised and accompanied by proven, appropriate safety measures that remain under constant review. The school demonstrates a systematic recording procedure underwriting its risk assessment approach to confidently assure its commitment to keeping all students as safe as it is reasonably possible. Staff recruitment and checks on other adults who have access to students, including gap student staff are thorough and generally comply with National Minimum Standards and requirements. Recording processes are currently subject to improvement to evidence this. The school operates an established staff vetting procedure and articulates its awareness of the need to safeguard students. The thoroughness of this process in regard to boarding staff is potentially compromised by responsibility for the process being shared between two separate school departments.

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

The provision is good.

Loughborough Grammar School despite its relatively small cohort of boarders has a considered and comprehensive range of support services and opportunities that allow students to achieve both educationally and socially. The school embraces a diversity of cultures and religions and actively promotes the equality of all students. Within a Christian framework the schools chaplain provides pastoral support and spiritual guidance in a format that welcomes the attendance of all faiths. Not all boarders acknowledge the inclusive value of required attendance at chapel. The school offers an impressive range of activities outside of class time that allow students to broaden their academic knowledge, personal interests and sporting prowess. Should boarders require individual personal support they are clear about staff from whom they can receive advice and guidance. Some boarders take an active responsibility for providing support to their peers. Boarders additionally have access to an independent listener outside of the school. The school is proactive in assessing and addressing the needs of students with minor disabilities and learning difficulties and making additional support available as required. The quality of the facilities for boarders private study, including furnishings, lighting, space and access to IT systems and computers is of a very good standard. The school offers a wide range of indoor and outdoor recreational areas for the use of boarders at appropriate times of the day. Boarders can undertake a range of activities individually, in small groups or as houses with support from House staff whenever necessary. Weekend activities on and off site are regularly timetabled for boarders. The boarding houses provide facilities for boarders to be alone should they wish. Loughborough Grammar School is attentive in ensuring that any onerous demands on boarders do not adversely affect their welfare.

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

The provision is good.

Boarders are encouraged to contribute to the operation of their boarding houses by daily meetings with House Masters and House tutors. They can contribute to the running of the school through making representations through the school council. The council includes representatives from each school year and both boarding houses. Students have been effective in making their views known on a variety of issues such as the weekend catering arrangements for boarders. Boarders have access to facilities that enable them to maintain private contact with their parents and families by email, although the wireless Internet systems have not been of a consistently high quality across both boarding houses resulting in student dissatisfaction. The school has made significant effort to remedy these issues and improve its on-line electronic overseas communications in recognition of the needs of its international students. Boarders have access to school phones and their own mobile phones outside of school hours. There are excellent relationships between boarders and their house staff. Students are respectful towards their house staff and staff show considerable commitment to the boarders.

## **Achieving economic wellbeing**

The provision is good.

Loughborough Grammar School provides a satisfactory to good overall standard of accommodation for its boarders, some of which is located in buildings of historic interest and architectural peculiarity. The accommodation provided is comfortable, practical and individualised wherever possible to reflect boarders own interests. Communal areas are well maintained and

provide sufficient space for all boarders to convene. There are generally good standards of maintenance and cleanliness throughout the living accommodation and students living in are encouraged to look after their boarding houses. Sleeping areas are provided in a combination of age determined dormitories and small bedrooms that offer individual areas for study and sleep. There are in-house systems that ensure that students belongings and money are securely protected. Boarders clothing is able to be hung and stored in their rooms. The toilet and washing provision in both boarding houses is adequate in number and condition, providing boarders with appropriate levels of privacy. Changing facilities within the boarding houses are adequate for the relatively low numbers of boarders accommodated. The school provides a shop where boarders may purchase items of stationary and uniform. Trips to the nearby town are arranged for younger boarders outside of school hours by staff.

## **Organisation**

The organisation is good.

A statement of the schools principles and practices for boarding has been drawn up. It is presently only summarised across revised annual information documents made available to parents and in students individual school diaries. The statement of the schools boarding principles is therefore not fully reproduced in the information provided by the school to parents and boarders. The management of boarding provision has assumed a full place within the school's senior management team. Boarding House staff are clear about established lines of communication and accountability. House masters are responsible for monitoring the welfare of their boarding houses and able to effectively share concerns and achievements with the Deputy Head Master. Staffing arrangements within the houses are subject to ongoing review to ensure that the needs of boarders are consistently met at all times either by duty staff or the direct availability of the House Master. Boarding houses can draw from a complement of both resident and non-resident staff and tutors to provide ongoing adequate levels of supervision both for activity and in-house activity. Boarders know how to contact duty staff should they need to do so both during the day and at night. Relationships between boarders and their house staff are very positive. The school provides induction training for all staff new in post including those undertaking boarding duties. Expectations of full-time staff are outlined by job descriptions and reinforced by access to the school's policies relating to boarding. The roles of the partners of House Masters are not explicitly outlined by contract or job description although, they are recognised as playing an important supportive role within boarding houses and have been subject to Criminal Records Bureau checks. The schools recruitment and recording processes are undergoing planned improvement to ensure that they are accurate and fully conform with the requirements of National Minimum Standards. The school has excellent contingency plans in place to address any foreseeable crises that may adversely affect any students, or boarders. Staff are aware of the arrangements for action to be taken in such circumstances. The school has a well developed system of risk assessment that positively impacts on all areas of practice including any particular risks to students who board or go on residential trips away from the school.

## **What must be done to secure future improvement?**

### **Statutory requirements**

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.



Standard	Action	Due date
3	ensure that school policies and recording methodology are consistent with Local Safeguarding Children Board procedures (NMS 3.1)	12 May 2008

## Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that child protection policies are amended to include the role of the Local Safeguarding Children Board (NMS 3.1)
- ensure that boarding staff are fully aware of use of the upgraded fire detection equipment (NMS 26.1)
- ensure appropriate provision or exemption is made, where feasible and desired, for boarders with special religious observance requirements or because of religious or cultural background (NMS 18.5)
- ensure that the reliability and access to e-mail facilities within School House are improved (NMS19.4)
- include the statement of the schools boarding principles in the information available to parents and boarders (NMS 1.3)
- ensure that the role of spouses and partners of staff within boarding houses is made clear. (NMS 34.2)

## Annex

## Annex A

### National Minimum Standards for boarding school

#### Being healthy

**The intended outcomes for these standards are:**

- boarders' health is promoted (NMS 6)
- safeguarding and promoting boarders' health and welfare are supported by appropriate records (NMS 7)
- boarders' receive first aid and health care as necessary (NMS 15)
- boarders are adequately supervised and looked after when ill (NMS 16)
- boarders are supported in relation to any health or personal problems (NMS 17)
- boarders receive good quality catering provision (NMS 24)
- boarders have access to food and drinking water in addition to main meals (NMS 25)
- boarders are suitably accommodated when ill (NMS 48)
- boarders' clothing and bedding are adequately laundered (NMS 49).

**Ofsted considers 6 and 15 the key standards to be inspected.**

#### Staying safe

**The intended outcomes for these standards are:**

- boarders are protected from bullying (NMS 2)
- boarders are protected from abuse (NMS 3)
- use of discipline with boarders is fair and appropriate (NMS 4)
- boarders' complaints are responded to appropriately (NMS 5)
- the operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- boarders' welfare is protected in any appointment of educational guardians by the school (NMS 22)
- boarders are protected from the risk of fire (NMS 26)
- the welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school (NMS 28)
- boarders' safety and welfare are protected during high risk activities (NMS 29)
- boarders' personal privacy is respected (NMS 37)
- there is vigorous selection and vetting of all staff and volunteers working with boarders (NMS 38)
- boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

**Ofsted considers 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.**

#### Enjoying and achieving

**The intended outcomes for these standards are:**

- boarders have access to a range and choice of activities (NMS 11)
- boarders do not experience inappropriate discrimination (NMS 18)
- boarders' welfare is not compromised by unusual or onerous demands (NMS 27)
- boarders have satisfactory provision to study (NMS 43)
- boarders have access to a range of safe recreational areas (NMS 46)

**Ofsted considers 14 and 18 the key standards to be inspected.**

**Annex A**

## **Making a positive contribution**

**The intended outcomes for these standards are:**

- boarders are enabled to contribute to the operation of boarding in the school (NMS 12)
- boarders receive personal support from staff (NMS 14)
- boarders can maintain private contact with their parents and families (NMS 19)
- new boarders are introduced to the school's procedures and operation, and are enabled to settle in (NMS 21)
- boarders have appropriate access to information and facilities outside the school (NMS 30)
- there are sound relationships between staff and boarders (NMS 36)

**Ofsted considers 12 and 19 the key standards to be inspected.**

## **Achieving economic well-being**

**The intended outcomes for these standards are:**

- boarders' possessions and money are protected (NMS 20)
- boarders are provided with satisfactory accommodation (NMS 40)
- boarders have satisfactory sleeping accommodation (NMS 42)
- boarders have adequate private toilet and washing facilities (NMS 44)
- boarders have satisfactory provision for changing by day (NMS 45)
- boarders can obtain personal requisites while accommodated at school (NMS 50)

**Ofsted considers 51 the key standard to be inspected.**

## **Organisation**

**The intended outcomes for these standards are:**

- a suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- there is clear leadership of boarding in the school (NMS 8)
- crises affecting boarders' welfare are managed effectively (NMS 9)
- the school's organisation of boarding contributes to boarders' welfare (NMS 10)
- risk assessment and school record-keeping contribute to boarders' welfare (NMS 23)
- boarders are supervised adequately by staff (NMS 31)
- staff exercise appropriate supervision of boarders leaving the school site (NMS 32)
- boarders are adequately supervised at night (NMS 33)
- boarders are looked after by staff which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

**Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.**