



Making Social Care
Better for People

inspection report

Boarding School

Bromsgrove School

Bromsgrove

Worcestershire

B61 7DU

18th – 21st January 2005

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

Bromsgrove School

Tel No:

01527 579679

Address

Bromsgrove School, Bromsgrove, Worcestershire, B61 7DU

Fax No:

Email Address

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

The Governing Body c/o Bromsgrove School

Name of Head

Mr Christopher Edwards

CSCI Classification

Boarding School

Type of school

Boarding and Day Senior School

Date of last boarding welfare inspection

NA

Date of Inspection Visit		18 th –21 st January 2005	ID Code
Time of Inspection Visit		Commenced 09:30 am	
Name of CSCI Inspector	1	Ms Penny Wells	073071
Name of CSCI Inspector	2	Mrs Sue Moodie	
Name of CSCI Inspector	3	Mrs Patricia Pollock	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mr Robert Graham	
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		Mr Philip Bowen	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

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 (ie 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 Bromsgrove 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.

Bromsgrove School was established as a Tudor Grammar School in 1548. It was one of the original 14 schools included in the Headmasters' Conference in 1869. During the second world war the school was moved to Wales, returning to the current site in 1947.

The school is situated within the town of Bromsgrove on a 100 acre, tree lined site. The school provides boarding and day education to boys and girls from 13 to 18 plus years of age. At present the boarding student body comprises 33% international students. Of these the majority are from mainland China and Hong Kong, with Russia, Germany, Japan and Vietnam also represented.

The buildings range from a handsome 17th century hall through Edwardian and Victorian houses to modern state of the art Library and Art, Design and Technology buildings. The boarding houses reflect the same mix of new and old, with the most recent boarding addition, White House, completed in the new century.

Boarding provision in the school is normally offered in 5 houses, 3 for boys and 2 for girls, which between them cater for 416 students. A further 5 houses provide for the day pupils (678). A number of the boarding houses have annexes and these are managed by the team of staff covering each of the 5 main house buildings. At the current time there is also a 15 bed provision for sixth form, overseas students in a local hotel. The houses range in size from 38 to 94 students who are supported by a minimum of 2 resident house parents 1 or 2 housemothers and a team of tutors.

This was the first inspection of the school since the new National Minimum Standards for Boarding Schools came into being in April 2002. The inspection therefore has acted as an audit of the school's performance against those standards. This will inevitably indicate that a number of standards are not fully met; a number that can be expected to reduce substantially as the school continues to develop its practice against the standards.

Inspectors welcomed the careful preparation which the school had undertaken, and the co-operation of which the Headmaster, Deputy Headmaster and staff. They would like to extend thanks to the staff and the boarders who gave of their time and made the inspection an enjoyable task for inspectors.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Welfare Policies and Procedures (Standards 1-7)

The school has a clear and comprehensive ethos and set of principles which is reflected in the provision of boarding in the school. The school has worked particularly hard with students and staff to develop a comprehensive approach to bullying.

The procedures and practice relating to behaviour control are fair, clear and non punitive. Students impress as confident, well mannered and open in their relationships with others. Students and staff generally have warm and mutually respectful relationships.

Organisation and management (Standards 8-14)

Monitors selected from the student body, to support the running of the school, impress as well trained and supervised. They provide a valuable role in the school and from their numbers; the 4 head students are selected each year.

Welfare Support to Boarders (Standards 15-30)

Meals are varied, sufficient in quantity and of a high standard of nutrition. Catering staff have responded positively to requests from the student consultative committee.

There is a good range of support available to boarders for their emotional and intellectual welfare.

External visits by boarders are impressively varied, educational and fun. They are very well managed and risk assessed, as are all high risk activities that the school support.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Welfare Policies and Procedures (Standards 1-7)

The school has a comprehensive Child Protection policy which is well known and understood by the academic and boarding staff. However, it has not been cascaded to the ancillary staff, a number of whom did not know of its existence.

Although records of complaints exist and are energetically addressed, they are not centrally recorded. It is difficult to establish what has happened to a complaint, and more importantly whether the complainant is happy with the outcome.

Organisation and Management (Standards 8-14)

The management of the boarding teams lacks clarity. There is ambiguity around the management of housemothers and they are isolated from the development of pastoral care by their situation within the ancillary staff structure.

Although the school has a number of forums for securing boarders' views, there are unclear feedback processes from management. Also, there is a lack of informal consultation processes within some of the houses.

Welfare Support to Boarders (Standards 15-30)

Records of risk assessments, punishments, complaints and accidents are all kept. However, they are not all recorded in the appropriate safeguarding manner and they are not monitored twice a term.

Fire drills are carried out regularly and recorded. However, the fire equipment is not checked on a regular basis and some of the annexes have not been checked by the fire service since their change of usage.

Staffing (Standards 31-40)

The recruitment procedures for new staff did not include all of the steps outlined within the standards.

Premises (Standards 41-53)

The boarding provision is overcrowded in some areas. This has led to a number of shortfalls in the standards:

- Too many boarders in some bedrooms
- Inequality in physical provision
- Lack of privacy
- Lack of separation by age

Some of the older houses are in need of refurbishment in some of the areas used by boarders. This is particularly evident in the washing and toileting provision.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school demonstrated that it had an established boarding provision for both boys and girls in a variety of boarding houses. The school had been a victim of its own success in recruiting senior pupils from abroad which has led to the current overcrowding in some of the houses and annexes. The new Headmaster was already reviewing this.

A small number of parents (22) responded to letters sent out by the CSCI and most seemed pleased with the way the school operated and the care it offered their children in the houses. Aspects that these parents felt could be improved on, were common with the feedback from the students and findings of the inspectors.

On the whole the children themselves were positive about their boarding arrangements.

The school was considered generally to be meeting its statutory duty to safeguard and promote the welfare of the boarding pupils.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO
NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard*	Recommended Actions	

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	BS1	The school needed to update its prospectus.	
2	BS3	The school needed to ensure that the ancillary staff and any teachers who had missed the annual briefing/training on child protection were given this briefing/training. This should include responding to suspicions or allegations of abuse and know what actions they should take in responses to such suspicions.	
3	BS3	The whistle blowing policy needed modifying to link it directly to the Child Protection procedures and include the obligation to report concerns internally or to the CSCI.	
4	BS3	The 'Missing from School' policy needed to include guidance on reporting appropriately.	
5	BS4	The recording of punishments must be transferred to a bound book with numbered pages.	
6	BS5	All complaints should be recorded centrally with a clear indication of outcomes and be regularly reviewed.	
7	BS8	The school should review the management structure of the boarding houses to ensure clearer lines of accountability.	
8	BS9	A list of appropriate telephone numbers for use in emergency should be displayed around the school.	
9	BS10	The school should review allocation of boarding provision to ensure that there is reasonable separation of boarders by age.	

10	BS12	The school should ensure that students receive formal written feedback from school council decisions to ensure that their views are taken into account.	
11	BS17	The school should develop a formal welfare plan format.	
12	BS18	The school should review the use of the annexes to ensure no identifiable minority groups are excluded from house services.	
13	BS19	All houses should have a private telephone available to students without the need to request access from staff.	
14	BS19	All private telephones should display a list of telephone numbers offering advice lines to students.	
15	BS20	The school should ensure that all students' private, lockable space, for storing their personal items, is in working order.	
16	BS23	The school should develop a system to ensure that risk assessments, major punishments, complaints and accidents are monitored at least twice a term by a designated senior member of staff.	
17	BS23	Risk assessments in the houses need to be developed to encompass all areas of potential concern e.g. bullying, children going missing etc.	
18	BS26	Fire drills should be varied to include all times of day and night.	
19	BS26	House staff should carry out and record visual and manual checks of fire equipment on a regular basis, at the frequencies advised by the Fire Authority.	
20	BS26	The fire service should be requested to carry out an assessment of houses which have undergone a change of usage.	
21	BS26	The school should audit all furniture and soft furnishings to ensure that any that are not fire retardant are disposed of.	
22	BS34	The school should draw up an agreement with any spouses, adult children or partners of staff who live in the boarding houses to cover the terms of their accommodation, contact with boarders, supervision of their visitors, and the grounds on which their accommodation may be terminated (see standard 39.4)	
23	BS38	The school's staff recruitment procedure should include all of the steps outlined within Standard 38.	

24	BS40	The school should carry out an audit of fixtures, fittings and decoration in all houses, make immediate repairs where feasible and develop a refurbishment plan for those in need of thorough refurbishment.	
25	BS42	The school should review the boarding provision and make arrangements to relieve overcrowding immediately.	
26	BS44	See standard 40, to include washing, showering and toileting facilities.	
27	BS47	The school should remedy the shortage of sockets in the boarding houses which could lead to a risk from trailing flexes, examine the potential for accidents from an overloaded socket, and from lack of window restraints and ensure that all is safe.	
28	BS47	All risk assessments should be dated and signed when they are first drawn up, amended or reviewed.	
29	BS48	The governing body should ensure that the use of the Health Centre for two schools is monitored and that it can meet the required Standard in provision of toilet and washing facilities.	

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	BS3	The school is recommended to keep a central record of all child protection concerns and queries.
2	BS12	The school is advised to explore more informal methods of consulting with students within the houses.
3	BS13	The school is advised to consider how the selection of monitors and head students can be less opaque and more participatory for students.
4	BS11	The school is recommended to review access to sports and library facilities in the evenings for all boarders.
5	BS15	The school should consider expanding the parental consent form with regard to health care treatments.

6	BS25	It is recommended that consideration be given to providing additional snacks in the boarding houses in the evenings.
7	BS46	It is recommended that the school explore ways of providing private space to students on occasion.

*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	NA
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	NA
Individual interviews with pupil(s)	YES

Date of Inspection	18/01/05
Time of Inspection	08.00
Duration of Inspection (hrs.)	200
Number of Inspector Days spent on site	16

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 FROM

13

 TO

19

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

Boys	<table border="1" data-bbox="842 365 938 443"><tr><td>250</td></tr></table>	250
250		
Girls	<table border="1" data-bbox="842 443 938 515"><tr><td>166</td></tr></table>	166
166		
Total	<table border="1" data-bbox="842 546 938 618"><tr><td>416</td></tr></table>	416
416		
Number of separate Boarding Houses	<table border="1" data-bbox="842 618 938 689"><tr><td>6</td></tr></table>	6
6		

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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The school had presented extensive documentation incorporating the aims and organisation of the school. The current prospectus detailed these, as did the staff handbook and the guides for boarders.

The information provided included the admission criteria, outline of facilities, welfare support to boarders, religious and cultural aspects of the school and these principles were reflected in the policies of the school. The practice of the school, as witnessed by the inspectors, reflected the stated aims.

The prospectus was in need of updating to reflect the current intake of students and the current physical arrangements for boarding.

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 school had a policy covering recognition and management of bullying which was provided to staff and boarders.</p> <p>The inspectors were delighted to read the full school survey which was conducted last autumn and lead to the development of the policy. The policy was currently under review within an especially established committee, which included boarders and reflected their views and experiences.</p> <p>Students reported that they felt safe in the school and were very pleased at the process adopted by the anti bullying initiative.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	87	%

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

The school had an appropriate policy which needs updating in a few places. The Deputy Headmaster was the designated person for dealing with child protection issues, with the Assistant Head of Pastoral Care designated as a second person.

Not all staff were fully aware of whom to turn to, though most knew that the deputy head was the designated person.

The whistle blowing policy did not relate to the obligation to report any allegation internally, or to the CSCI, within the child protection process.

The inspectors were pleased to see that senior pupils were effectively briefed on their child protection responsibilities. However, not all staff, particularly ancillary staff, had been briefed in the processes and procedures of child protection. The school need to consider the most effective means of progressing this issue and ensuring that all ancillary staff, with the new teaching staff are inducted in child protection and that this briefing is refreshed annually.

The school had responded appropriately to all child protection concerns of which they had been made aware and the papers were available for inspection. The inspectors would recommend that any situation, in which the school is involved in seeking advice and guidance from Social Services or the Commission, be logged centrally for monitoring and learning purposes.

The policy for managing the process of missing boarders was seen in the houses and is used in practice. The policy needs to include guidance on reporting of incidents.

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?	4
<p>The inspectors considered this to be one of the areas of strength in the school.</p> <p>The formal policies were set out for parents, in brief, with more detailed information in the students' handbook. We found a high level of consistency between houses and students reported that there were avenues for complaint should concerns need raising. The Head of Boarding chaired a house parents meeting monthly which looked at issues of consistency and fairness.</p> <p>The inspectors found that where senior pupils were enabled to issue punishments these were overseen by house staff to ensure no abuse of power, and were appropriately logged in the house and seen regularly by the Deputy Head.</p> <p>The inspectors saw the recordings of major punishments which were overseen by the Head and Deputy Head. These needed to be recorded in a bound book.</p> <p>Pupils reported to inspectors that discipline issues were dealt with fairly, and inspectors were able to see the relationships of mutual respect that existed between students and staff.</p> <p>42% of pupils considered the punishments average and a further 45% of pupils considered the punishments very fair or fair.</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 ethos of providing parents and students with avenues through which they could complain was strong. The inspectors were satisfied that complaints were rigorously pursued.</p> <p>However, complaints were not systematically recorded centrally in one book, and neither were they regularly monitored. It was often difficult to follow the progress of a complaint or to see whether the complainant was happy with the outcome.</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>Health Education was provided to pupils through Personal Social and Health Education programmes. Pupils received appropriate advice and guidance on alcohol, illegal substance abuse, smoking, sex education, HIV infection hepatitis and sexually transmitted diseases.</p> <p>The guidance was followed in practice as far as the inspectors were able to ascertain.</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>Records of each pupil were kept in the houses. There was also a central database, in process of refinement, with basic student details recorded and flags included to identify areas of concern. No details of concerns were included on the database.</p> <p>Detailed records of health or personal concerns were kept locked in filing cabinets or in the Health Centre.</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?

2

The inspectors were impressed by the energy and commitment of the current Deputy Head, assisted with oversight and coordination by the Head of Boarding. We confirmed that the boarding staff were generally well experienced and /or committed to training and development.

The inspectors were concerned at the lack of clarity in the lines of accountability within the structure. The housemothers were currently managed and appraised by the Director of Services. However they received all their day to day oversight from the houseparent. We believed this arrangement could lead to confusion and omission.

The inspectors welcomed the head's current review of the boarding management structure and hoped that it will address the above issue.

We were unable to confirm whether the governors have a "walking the job" oversight of welfare. We noted that they have a sub-committee which received information on pastoral matters, and on occasions this was directly from boarders.

Standard 9 (9.1 - 9.3)

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

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

The school has planned responses to managing a comprehensive range of critical incidents. These responses take reasonable account of boarders' welfare. It was also noted that the school counsellor was receiving training in supporting students through post traumatic crises.

The inspectors were unable to confirm that the policy gave immediate access to crisis telephone numbers for staff trying to manage a difficult event. The school reported these numbers were currently being collated.

We would recommend that the appropriate telephone numbers are laminated and displayed around the school.

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?****2**

The boarding houses were appropriately separated by gender and there were no major discrepancies of policy or practice on gender lines. It was noted that the Head of Boarding regularly chaired meetings of house parents that sought to achieve consistency between houses.

Due to the overcrowding in the school, there were major discrepancies in physical conditions between the houses and it was noted that in some houses 13 and 18 yr olds were sharing showering and toileting provision. As a general guide the school should consider the appropriateness of pupils of more than two years apart in age sharing or using the facilities simultaneously. Also, in some houses there were doors between 13 and 18yr old boarders' dormitories/bedrooms.

The organisation of the boarding accommodation needed reviewing.

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**

There was a large range of activities available for boarders outside of teaching time. The inspectors were impressed by the significant range of sporting, intellectual and social activities on offer to pupils.

We noted that the school day was long and busy but do not believe that the work /free time balance was inappropriately onerous.

The inspectors were concerned that the 4th and 5th form students were not able to expend any evening energy in the winter months due to the renting out of the sports areas in the evenings and the rule regarding access to the grounds after 7.30pm. It is hoped this issue can be explored to provide some physical outlet for the students and relieve some of the pressure in the boarding houses during the evenings.

45% of the pupils considered the range of activities good.

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**

All pupils have a formal opportunity to select year representatives to the school council and this meets once a term with the Deputy Head. Students commented that they were not always able to tell what had happened to their comments and requests.

Students also have the opportunity to raise issues through their school and house monitors and through them to the Deputy Head. Many students also reported that they could go to the Deputy Head at any time and be heard.

The school has also developed a system of Listeners from within the student body. Whilst this is an admirable initiative, students commented that it needed wider and more prominent advertising in order to be seriously effective.

Other opportunities for consultation exist through the boarders' forum, the food committee and the bullying committee.

The inspectors would have welcomed more informal consultation, closer to the boarders, within the houses.

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
<p>Senior students were selected to perform monitor duties within the school and separately within the houses. The head students (4) were selected from within this group. Staff, students and previous head students were all party to this selection process.</p> <p>Monitors have clear written instructions on their roles and responsibilities and were overseen by the head students and reported to the Deputy Head.</p> <p>There were a number of other opportunities for students to take up positions of responsibility e.g. listeners, house monitors, pastoral team leaders and sporting captains.</p>		

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
<p>There was a good range of persons to whom boarders may turn for help and advice on both educational and emotional issues. These included house parents, housemothers, tutors and health centre staff. In addition there was an independent counsellor available to students.</p> <p>These resources were advertised in a number of school publications and most prominently in the leaflet "Where do I turn?" which was given to all pupils.</p> <p>Students reported that they feel well supported and were particularly complimentary about their tutors with whom they had the closest relationships.</p> <p>The pupil survey indicated that 17% would turn to friends, 13% to parents and 11% to tutors.</p>		

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
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Boarders received appropriate first aid and healthcare at the school's health centre, which services both the senior and preparatory school. The health centre was open daily with a trained nurse available at all times during the day. There was an 'on call' arrangement for times when the health centre was closed. The boarders were registered with a local GP and one of the doctors held a daily surgery at the health centre every day except Sunday. There was a choice of male or female GPs.

The school can arrange, and escort, boarders to routine and emergency treatments at the dentist, optician and hospital if parents so wish.

The four nurses held nursing registration and had a wealth of experience. The most senior nurse had worked in one of the boarding houses and continued to do some evening work in another boarding house. These close links created good professional relationships between the two services. This was welcomed.

First Aid and minor illness treatment was undertaken by the nurses and house staff.

Written parental permission was obtained in advance for medical treatment. The parental consent form had a general statement giving consent for general health care services to be provided. Consideration should be given to expanding on this to include consent for dental, ophthalmic, emergency treatment and anaesthetic.

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
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When boarders were ill they were looked after in the health centre by the nurses, who could be present if necessary by day and night. If the health centre were full, a nurse or a member of the house staff would look after a boarder in their boarding house. At night there were suitable arrangements in the boarding houses for boarders to contact a member of staff.

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
<p>The health centre ensured that the health needs of boarders were identified and suitable treatment and support given by the nurses and house staff.</p> <p>Currently none of the boarders had a specific 'welfare plan'. However, through discussions with the senior nurse and houseparents, it was evident that when a boarder had a specific health or personal problem, this was dealt with appropriately and discreetly. House staff's descriptions of their responses to homesickness and enuresis were particularly sensitive.</p> <p>It is recommended that the school devise a format for a welfare plan to ensure that all appropriate issues are recorded, shared with those who need to know and are reviewed, all in conjunction with parents.</p>		

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?	2
<p>The school had a clear anti discriminatory policy which was reflected in many of the school documents. Most practices within the school reflected this policy e.g. provision of Ramadan support to Muslim students, linguistic support to overseas students and equal access to senior positions for male and female students.</p> <p>The school demonstrated an active interest in addressing the issues raised by the presence of a large number of overseas students within the school. The team in the International Centre provided a focus for advice and discussions in this area and have been formally considering the issues of induction of all new students.</p> <p>Unfortunately, the recent intake of a large number of students from overseas and the subsequent overcrowding in the houses had meant that many students have been placed in annexes. The perception of these students, and the inspectors, was that these students were outside the house structures and support networks in some cases.</p> <p>It is recognised that many staff were working to address the subsequent issues of integration which arose, and that the students themselves were not currently expressing any undue unhappiness. However, the current arrangements may lead to upper sixth formers sharing rooms of 3 /4, in one annexe next year which will be demonstrably inequitable. More generally, the school may be losing opportunities for cultural enrichment of the boarding life.</p> <p>The inspectors recommended that the Head Master's current review of boarding consider the position of those students in annexes.</p>		

Standard 19 (19.1 - 19.6)		
Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>Most of the houses had public telephones which were card operated. These phones provided free lines to advice services and emergency services. In addition, most pupils had their own mobiles and had internet access for emailing their families. This included access to appropriate software for students using chinese characters.</p> <p>In order to meet this standard every house and annexe needed to have a private telephone with counselling/advice numbers placed by the phone. In addition it needed to be recognised by the school that mobile contact with family and friends is very expensive for students telephoning abroad (a land line is less expensive).</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>All houses provided suitable provision for safe keeping of valuables and passports.</p> <p>Pocket money was distributed by house staff and it was kept in a locked drawer, recorded in a book and signed for by the students. Each transaction should be signed by both the student and member of staff, also dated.</p> <p>In some houses the student's individual secure provision was not currently functioning due to broken padlocks. The padlocks were provided by the students.</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
<p>The school provided information to boarders on rules and routines within the boarding houses. This was in written form. In some houses a buddying system supported new boarders, but this was not true in all houses.</p> <p>It was noted by the inspectors that a committee of staff and students was currently looking at the issue and this initiative was welcomed.</p>		

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
This standard did not apply to Bromsgrove School who did not appoint guardians. However, the inspectors were pleased to hear that the Head of Pastoral Care was concerned to monitor the appropriateness of agencies selected by parents to appoint guardians. She was also involved in discussions with parents where guardians or other hosts did not appear satisfactory.		

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?	2
The inspectors were able to evidence regular recording of risk assessments, punishments, complaints and accidents. But there was no evidence that these were monitored at least twice a term to identify trends, promote good practice and address areas of concern.		
Risk assessments exist for all houses and were updated annually. They were of variable quality and often read more like health and safety audits.		

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
The inspectors ate with pupils at a range of meals during the week, covering breakfast, lunch and supper. Meals were found to be varied, nutritious and of a high standard. This was particularly true of the midday meal and less so of the evening meals. There was always a vegetarian option available to boarders and often more than one.		
Equipment was clean and sufficient and the dining room was adequately furnished.		
Inspectors were pleased to see that the catering manager had responded to suggestions from the food committee in planning the next set of menus and had also instituted a suggestion book in the dining room.		
In the pupil survey 19% of the pupils considered the food good, 46% of the pupils considered it average and 24% of the pupils considered it fair. In particular the pupils commented on the evening meal having less variety, quality and quantity (see standard 25).		

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?	3
<p>The boarders had constant access to drinking water at all times of the day and night. Bread and butter were available in all houses in the evenings for toasting. Houses could consider providing a range of snacks through the house budgets as the evening meal was early and some of the boarders and parents complained that pupils were hungry during the evening.</p> <p>Students were able to provide their own snacks and hot drinks in the houses, having access to microwaves, cookers and kettles.</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>All houses were well aware of their evacuation procedures and these were practised and recorded once per term. It was not apparent that practises ever occur during the night or very early mornings.</p> <p>Regular, visual checks of fire equipment were not occurring in all houses. In addition fire alarms were not tested weekly from different vantage points. All of these checks needed to be completed and recorded in houses (Guidance can be sought from the fire service about the frequency of checks).</p> <p>Inspectors and the school could not find the most recent recommendations of the fire service. The fire service will inspect any building, which has changed usage, since the last inspection, and offer advice. The fire service was not aware of all the buildings being used to accommodate boarders. At the time of completion of this report, the Fire service had visited the school and made recommendations.</p> <p>Inspectors were unable to ascertain whether all furniture and furnishings were fire retardant.</p> <p>There was a basic fire risk assessment for each main house.</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?	9
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This standard was not applicable.

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
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A number of exchange students were accommodated during the summer term, space permitting. The students were incorporated into the boarding houses and accommodated in the beds of students who were on exam leave.

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?	4
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This standard was well covered by scrupulously applied and rigorous processes of planning and risk assessment. Procedures appeared to be closely followed, monitored and reviewed.

The school had a large number of staff with up to date qualifications (from recognisable associations) in a number of appropriate areas.

When students were out or away on activities the school ensures that there were good quality facilities and regular communication between parents, students, staff and host centres.

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
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Students had good access to newspapers, television, the internet and local resources, where appropriate. Students were clear about the rules covering access to the town and confirmed that these were fairly and safely applied.

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
<p>Supervision of boarders was adequate outside of teaching time. Each house had at least 2 staff on duty at all times and if they were patrolling the annexes or library facilities, then they were contactable by the house or a personal mobile. The number of this mobile was pinned to the staff room door whenever the staff member was temporarily absent.</p> <p>It was acknowledged that staffing was thin on a Saturday morning when staff were teaching and housemothers were not on duty. However, this did not constitute a major problem as long as any boarder in the house at this time knew clearly who to contact in an emergency.</p>		

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>See standard 29. The planning and execution of school trips was sensitive and thorough. Staff/pupil ratios were high, communication and planning was good. Routes were well planned in conjunction with students.</p>		
<p>There were clear policies covering the use of private, public and school transport.</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?	3
See standard 31. This standard is met.		
<p>The inspectors were concerned that some of the arrangements to meet this provision placed an onerous burden on staff who already had full teaching timetables. We welcome the Head's current review of staffing in the boarding houses and the responsibilities placed on resident boarding staff.</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?	2
All staff were clear about their duties and had regular supervision and appraisal. On appointment staff had an induction process.		
<p>There was no current written agreement covering the role and responsibilities of any non-employed spouse in the boarding houses.</p> <p>Ancillary staff were managed outside the boarding house structure and had regular supervision and appraisal by their managers. However this did not apply to all the housemothers. Training programmes were well planned for the activities of each post. The inspectors were particularly impressed by the programmes being run by the housekeeping supervisor for her staff group of 75 staff. Such a programme for all boarding house staff would be welcome.</p> <p>However, the ancillary (this included some of the housemothers) staff were not receiving child protection training and this is mandatory for all staff in the school (see standard 3).</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
All staff had written guidance on the school's practices and policies. This was included in the general staff handbook and in many of the house handbooks. All of the issues identified in 35.2 were covered in the staff handbook.		
The staff disciplinary process was also included in the staff handbook.		

Standard 36 (36.1 - 36.4)**There are sound staff/boarder relationships.****Key Findings and Evidence****Standard met?****3**

Staff spoke positively of the students. Students spoke of staff with warmth and respect. There was no evidence of favouritism or antipathy from staff to boarders.

The inspectors were impressed by the positive nature of staff/boarder relationships in most instances. Where the relationships were less positive there were no areas of concern.

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 operate their supervisory responsibilities with due regard to the privacy of boarders. No boarders reported any unnecessary intrusion into their rooms or inappropriate oversight in bathing /toileting facilities.

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?

1

Bromsgrove Preparatory School had been inspected in the previous term. This indicated that there had been some gaps in the school's recruitment procedure. It shared with the Senior School the same human resources department. Although there were recent recruits to the Senior School the process for recruiting them had started before the feedback to the Preparatory School.

It was not surprising therefore that the return, which the school sent to CSCI prior to the inspection of the senior school, indicated the same gaps. During this inspection a random selection of staff recruitment files were seen. The files were very clearly assembled and confirmed what the Personnel Officer reported to inspectors, that there were omissions in the school's methods, which did not reflect the most recent requirements of the National Minimum Standards.

The gaps included:

- Making clear in the file that any candidate with more than one surname had been CRB checked under both names,
- Including in the letter to referees a specific question that 'asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misstatement or omission relevant to the suitability of the applicant',
- Evidence that the school had contacted referees directly to verify the reference, and providing a written record of the interview,
- Contact with previous employers, who were not necessarily the most recent employers, who had employed the applicant in work involving vulnerable children or adults to check why the applicant had left,
- Written records by the school that that it had sought and gained satisfactory explanations of any gaps in CVs and
- Offers of appointment to staff needed to be made subject to the satisfactory completion of CRB checks and satisfactory references if all were not received.

There were observed difficulties in gaining a 'certificate of good conduct' for one of the Gap students but there was evidence that personnel had pursued this. Teachers' qualifications were checked and copies were kept and signed on the day that the original was seen. This was good. It was also important to check and keep a record of nursing qualifications and subsequent confirmations that a nurse continued to be a member of the professional association. Inspectors would advise the school that any applicant in a caring role or likely to be in unsupervised contact with children who claimed qualifications not immediately relevant to the post should be invited to have these qualifications checked to ensure that the claims were genuine.

Inspectors were pleased to see that the majority of applicants had been subject to Criminal Records Bureau checks at the enhanced level. The Personnel Officer said that, initially, staff who did not appear to have contact with children as part of their role were checked at the standard level but that the school now chose to err on the side of being more cautious rather than less. Current practice was to require all checks to be at the enhanced level. This was

commendable.

The school was awaiting confirmation that it would need to retain copies of the CRB checks until a CSCI inspection had seen them. A process for doing this will have to be devised.

In view of the gaps in the recruitment procedure, this Standard cannot be regarded as having been met. However the Personnel Officer responsible for the recruitment process reassured inspectors that this situation would be remedied rapidly.

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

Information in the previous section had confirmed that with the exception of the Gap students and some ancillary staff, the school had sought and gained Criminal Records Bureau checks at the enhanced level for staff appointed since April 2002. In addition, there was a good system to ensure that maintenance staff or visiting workers will be accompanied when on the premises. This enabled maintenance to be undertaken without risk to children. The school informed the inspectors that, during a period of major refurbishing and rebuilding, all of the contractor's staff had been CRB checked. This was good practice.

The school used taxi services, which they understood, had been checked by the local authority/council and the drivers had had CRB enhanced checks.

There were some staff spouses/partners resident in boarding houses or annexes, in separate family accommodation. Inspectors noted in a sample record that an appropriate CRB check had been undertaken but there was no written agreement (see Standard 34) that specified the terms of the accommodation, guidance on contact with boarders, or responsibilities for supervising their visitors. This agreement should also specify that the accommodation might be terminated if there were evidence that they were unsuitable to have regular contact with children, and that they should notify an unrelated designated member of staff if they were charged with, or convicted of, any offence. This written agreement needed to be drawn up.

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

The standard of boarding accommodation was very variable in the school. In some of the boarding houses the boarders had spacious, quiet, beautifully furnished and fitted accommodation. The rooms were single occupancy (in the hotel annexe also en-suite) and were warm and colourful. In others the furnishing and fittings were tired and worn and in some of the houses were in need of considerable refurbishment. Staff and students reported that repairs were rarely attended to and are pushed forward into the "rolling programme" of decoration and replacement. There was however a card system for the house staff to report repairs to the estates department.

The inspectors welcome the 'condition survey' that the new estates manager was proposing and hoped that this would take place in the Easter Holidays, as proposed. This may enable the school to plan for improvement within the 2005 budget.

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

Key Findings and Evidence	Standard met?	3
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Security in the school was generally of an adequate standard. Houses have security locks, restriction bars on most windows, appropriate CCTV coverage and clear rules for access by visitors. As above, the standards were somewhat variable (e.g. no alarms on the boys houses) but there were no areas of serious concern.

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?	1
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See standard 40. Differences between the houses were most obvious in terms of sleeping accommodation. In contrast to those houses offering well furnished and individual rooms, some of the older houses had overcrowded rooms with insufficient floor space to meet the standards.

In the overcrowded rooms there was also insufficient storage space for students and many students complained that their beds were too short.

The inspectors noted the headmaster planned to remedy the overcrowding as quickly as possible and hoped this would include consideration of the needs of pupils in the annexes who will be moving into the upper sixth next year.

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
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All students had access to a personal desk for study and homework.

The fifth and sixth formers also had access to the library and resources centre and to a common room with computer equipment within the library. This was an excellent facility for quiet study for students preparing for exams.

In view of the overcrowding in some of the houses the inspectors would like to see the school consider allowing 4th formers access to the library in the evenings.

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
<p>The provision of washing, showering and toileting facilities were adequate for the numbers of boarders.</p> <p>The variation in quality mentioned in standards 10, 40 and 42 apply equally to this standard. In some of the older houses the facilities were cold, institutional and lacking in privacy. These facilities are in need of complete refurbishment.</p> <p>The inspectors recognise that staff were unable to correct some of these shortcomings without a fully funded refurbishment. For other issues there were immediate modifications and repairs that could be made to improve the situation.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Changing facilities in some areas were limited by space, but were seen by the inspectors as adequate. Students were able to change in the sports hall as well as their bedrooms so this relieved pressure in some areas.</p>		

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
<p>All houses had common rooms and visiting between common rooms was allowed at certain times of the day. Students had free access to the boarding houses during free periods of the day.</p> <p>Students had limited access to sports facilities and the school grounds on winter evenings and this added to a feeling of overcrowding in some of the houses. There were few areas where students could be alone in the evenings and little evidence that possibilities in this area had been fully explored (e.g. spare rooms, chapel, library etc).</p>		

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**

The school had a comprehensive health and safety policy which covers all areas of the school. The site was reasonably well monitored for hazards and was relatively hazard free. The inspectors did note the steps to the International Centre could cause a hazard in high wind or icy conditions.

Although all houses had risk assessments, these were of very variable quality and did not cover all areas of possible risk e.g. night intrusion and exit.

In one of the houses there were trailing wires and overloaded sockets. In others there was a need for window restraints and an inspector learnt that more safety glass had been requested. Inspectors have subsequently been advised that the school totally meets government regulations regarding safety glass.

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?****2**

The health centre had two double, designated, rooms (routinely one room for boys and one for girls) that were used by both the senior and preparatory school day pupils and boarders of all ages. There was also another single room used for various purposes – nurse on duty sleeping in, rest room for a pupil, and private meetings with a counsellor.

There was one toilet near the designated rooms and the senior nurse advised that in some situations the staff toilet on another floor was used by pupils. This was unacceptable (See Standards 44.9 and 44.10).

In view of the fact that the Health Centre had to provide services for two schools with well over 1000 pupils, inspectors considered that it was small and recommended monitoring of the number of pupils from both schools using the Health Centre and a review of the facilities.

Standard 49 (49.1 - 49.3)		
Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>The school had a purpose built laundry with adequate equipment and staffing.</p> <p>Staff and students reported a reasonable turnaround in laundry with some variability reported. This appeared to relate largely to games clothes which could not be placed in the driers and had to dry naturally in the warm air of the laundry.</p> <p>Students were able to wash their own clothes in some of the houses, should they so wish.</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 were able to buy stationery in the school tuck shop on site.</p> <p>Toiletries were available in Bromsgrove and the houses had an emergency supply of hygiene products for the girls as necessary.</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
<p>This standard did not apply to the school</p>		

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
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This standard was well met by the officer planning and supervising trips, also off site activities.

Study Centres were reported as offering good accommodation; staff supervision was of a good level and quality on outside activities.

When students were staying in private households abroad it was not possible for the school to complete individual checks on host families. However, communication was maintained to a high standard so should any pupil have a problem this could be addressed immediately.

All issues outlined under standard 52.8 were assessed and approved for short stay accommodation.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary content.

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.**

Please limit your comments to one side of A4 if possible

"We are working on the best way to include Provider responses in the published report. In the meantime, responses received are available on request."

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	<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 17 March 2005, 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 Christopher Edwards Head of Bromsgrove Senior School 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 CHRIS EDWARDS
Signature _____
Designation HEADMASTER
Date 15/03/05

Or

D.3.2 I _____ of Bromsgrove Senior School 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.

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