

inspection report

Boarding School

Loughborough Grammar School

Burton Walk

Loughborough

Leicestershire

LE11 2DU

28th February & 1st 2nd & 3rd March 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

Loughborough Grammar School

Address

Burton Walk, Loughborough, LE11 2DU

Tel No:

01509 233233

Fax No:

01509 218436

Email Address

Admin@loughs.leics.sch.uk

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

Loughborough Endowed Schools

Name of Head

Mr P Fisher

CSCI Classification

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

09/03/04

Date of Inspection Visit		28th February 2005	ID Code
Time of Inspection Visit		09.30 am	
Name of CSCI Inspector	1	Mrs Carole Burgess	093706
Name of CSCI Inspector	2	NA	
Name of CSCI Inspector	3	NA	
Name of CSCI Inspector	4	NA	
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Angela Tear	
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.		NA	
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 M BROADLEY, HOUSEMASTER & MR J PARTON, HOUSEMASTER	

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 (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

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

This document summarises the inspection findings of the CSCI in respect of Loughborough Grammar 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.

Loughborough Grammar School was founded more than 500 years ago, in 1495. The Grammar School is part of Loughborough Endowed Schools, situated on a large campus, which also includes Loughborough High School for Girls and Fairfield School, the co-educational Lower School. Each school is independent but all share a common Board of Governors. There are two boarding houses situated on an attractive, large campus site. School House is home to the senior boarders and Denton House, home to the juniors. All main meals are taken in the refectory. Both boarding houses have a strong family ethos, feel 'homely' and the boarders are well cared for.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Loughborough Grammar School has a warm, friendly and open atmosphere and has many up-to-date policies and procedures, which are carried out in practice. Boarding in the two houses, School House and Denton House, is well organised. There is positive provision of pastoral care with strong evidence of very robust staff/boarder relationships and a strong sense of community in each boarding house. Across the age range there is evidence of pupil's respect for each other and an impressive and sensitive approach to pupils of differing cultural, linguistic and academic needs.

The school has comprehensive policies, procedures and training in Child Protection, which is proactively managed. There is a creative and effective Personal, Social and Health Education (PSHE) programme, which is also reflected in the care and support provided by the boarding house staff.

The school provision of quality catering services ensures an extensive choice of freshly prepared meals to boarders and the whole school.

There is a Health and Safety Officer with an appropriate Health & Safety qualification. Security throughout the school campus and boarding facilities is excellent and all areas of the school and activities are risk assessed.

Boarders were positive about the support and care that they received and that they liked the staff and felt safe.

The school is commended in the areas of:

- Child Protection
- PSHE (Health Education)
- Organisation of boarding
- Anti-discrimination & Equal opportunities
- Catering
- Security
- Staff/boarder relationships
- Risk assessments

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The Inspectors were aware of the considerable number of duty hours of the Housemasters. There was concern by the Inspectors that there did not appear to be any time available to them for 'time off', although the Headmaster, in his response to the draft report, stated that this was not the case. Also, it became evident that to develop and monitor the future of the school's boarding provision, more time would need to be made available to plan and build on existing good practice. Although policies were in place, the Inspectors considered that there should be a review of how and where they should be available to pupil/boarders and parents.

In particular, the Inspectors considered that the school should review and clarify their policy on the appointment of guardians.

The Inspectors also noted that there appeared to be 'gaps' in both communication and leadership at Senior Management level, which should be addressed to ensure good boarding practice.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was Loughborough Grammar School's first full inspection under the Boarding Schools' National Minimum Standards.

Loughborough Grammar School provides an admirable standard of boarding welfare, care and support. The school has met 42 out of 48 National Minimum Standards inspected (1 standard was not inspected and 3 standards did not apply) and was commended in 8 areas.

The school has a calm, friendly and open atmosphere with sound and positive relationships between pupils/boarders and staff. The Inspectors were impressed by the high standard of care and dedication of the boarding staff. Both the Boarders' Questionnaires and the boarders' interviews identified the Housemasters and boarding staff as approachable and supportive but also identified specific members of the boarding, medical and chaplaincy teams as a source of support. However, the issue of guardianship for boarders requires clarification.

The Inspectors noted that although individually the boarding houses were well organised and managed there seemed to be a general lack of communication and leadership, across the board, at Senior Management level. Clarification of line management, at a senior level, will ensure clear line management and leadership of the practice and development of boarding in the school. This could be provided by a member of the Senior Management Team with an additional formal monitoring role by the Governing Body, sub committee for boarding.

Boarders' comments: Both in the Boarders' Questionnaires and in boarders' interviews, during the inspection, the boarders were very positive about their boarding experience. Boarders said that the Housemasters and the boarding staff were friendly, helpful and supportive. They identified, the Housemaster and the boarding staff as adults to whom they could turn with problems and concerns. They said that the boarding houses were warm and comfortable and that, in general the food was very good. Some of the overseas boarders (who are the majority at weekends) said that they would like a different choice of meal on Sunday, rather than a traditional Sunday roast.

They said that bullying was not an issue but, sometimes, the day pupils made them feel

different. One boarder said that one of the Gap student's was 'rather bossy' but the Gap students and House Prefects were, generally, very helpful, especially to the younger boarders. They said that there were plenty of activities both in the boarding houses, in the form of trips and visits and through various activities arranged by the school.

The junior boarders said that both the Housemaster and his wife, Mr & Mrs P, were very kind and they spoke very warmly of Mrs P, who they turned to as a mother figure. Mr P was described as 'like a second father' and boarding as 'having a second family'. A senior boarder said that he missed his friends and the atmosphere of boarding when he went home.

Parents' comments: Two letters were received from parents. Both were very positive about boarding experience offered at the school to their children. One parent said that the juniors' Housemaster and his wife had 'worked miracles' with her child who was very upset in the first few weeks of boarding. Another parent had a concern regarding general hygiene and felt that there should be more stringent checks on the junior boys, but also said that the Housemaster was 'an exceptional role model for the boys.'

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NA

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	BS22	The Responsible Individual is recommended, in accordance with Standard 22, to clarify the school's policy on educational guardians and to ensure that boarders' welfare is protected in any appointment of educational guardians by the school.	01/09/05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS1	The Responsible Individual is recommended, in accordance with Standard 1.3, to ensure that an up to date Statement of Boarding Principles and Practice is made available to parents, prospective parents and boarders in the parents' and boarders' information packs.
2	BS3	The Responsible Individual is recommended, in accordance with Standard 3.4, to explicitly include 'Whistle blowing' within the Child Protection Policy and Procedure.
3	BS4	The Responsible Individual is recommended, in accordance with Standard 4.1, to include the school's Discipline Policy in the Parents' Information booklet and, in accordance with Standard 4.7, include, in the Disciplinary Policy, information regarding the use of physical restraint.

4	BS5	The Responsible Individual is recommended, in accordance with Standard 5.1 & 5.4, to include the Complaints Procedure in the Parents' Handbook with the contact number for the CSCI.
5	BS8	The Responsible Individual is recommended, in accordance with Standard 8.1 & 8.2, to clarify and formalise management and leadership of the practice and development of boarding and to ensure that the school's governing body have a system to monitor welfare provision in the school.
6	BS9	The Responsible Individual is recommended, in accordance with Standard 9.2, to ensure that there are planned responses to foreseeable incidents.
7	BS15	The Responsible Individual is recommended, in accordance with Standard 15.10, to ensure that all medication, stored in the boarding houses, is kept securely, in a locked cupboard <u>at all times</u> .
8	BS17	The Responsible Individual is recommended, in accordance with Standard 17.1, to retain a hard copy of contact details and basic medical information, relating to each boarder, in the respective boarders' files, in the boarding houses.
9	BS31	The Responsible Individual is recommended, in accordance with Standard 31.5, to formalise cover arrangements for boarding staff sickness and absence.
10	BS34	The Responsible Individual is recommended, in accordance with Standard 34.1, 34.2, 34.3, 34.4 & 34.5, to ensure that: all staff with boarding duties have job descriptions reflecting those duties; that any role of spouses within boarding is made clear; that there are clear arrangements for the supervision of ancillary staff; that all staff receive and induction training programme, which includes guidance on Child Protection; and that job descriptions clearly state, and staff are themselves clear about, the person to whom each member of staff with boarding duties is responsible.
11	BS38	The Responsible Individual is recommended, in accordance with all of the elements of Standard 38, to ensure that there is a satisfactory recruitment process recorded in writing.
12	BS44	The Responsible Individual is recommended, in accordance with Standard 44.10, to ensure that pupils/boarders have separate toilet and showering or bathing facilities, and do not share adults facilities.

*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 	NO
<ul style="list-style-type: none"> • Fire Service 	YES
<ul style="list-style-type: none"> • Environmental Health 	YES
<ul style="list-style-type: none"> • DfES 	YES
<ul style="list-style-type: none"> • School Doctor 	YES
<ul style="list-style-type: none"> • Independent Person or Counsellor 	YES
<ul style="list-style-type: none"> • 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	YES
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	YES
Individual interviews with pupil(s)	NO

Date of Inspection	28/02/05
Time of Inspection	09.30
Duration of Inspection (hrs.)	70
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

10

TO

19

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

52

Girls

0

Total

52

Number of separate Boarding Houses

2

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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| 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?	2
<p>Loughborough Grammar School produce and supply pastoral care information for parents, borderers and staff; a general Statement of Boarding Principles and Practice is not evident in the information provided for parents and boarders.</p> <p>The Responsible Individual is recommended, in accordance with Standard 1.3, to ensure that an up to date Statement of Boarding Principles and Practice is made available to parents, prospective parents and boarders in the parents' and boarders' information packs.</p>		

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 has an effect anti- bullying policy and procedure. Information is provided for staff, parents and boarders.</p> <p>Bullying is discussed with all pupils during Personal, Social and Health Education (PSHE) and with staff during annual training days.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED		86.6%

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?****4**

The school has a robust and comprehensive Child Protection Policy and Procedure, which is detailed in the Staff Handbook. There is a nominated Child Protection Officer and most staff have access to, and undertake some form of child protection training. The designated member of staff for Child Protection is very knowledgeable on this subject and attends regular training sessions. Prefects also have information and written guidelines on Child Protection. Training sessions for ancillary staff are in the process of being organised. Currently another member of staff is undergoing very thorough training and is working alongside the designated person in order to take over the position, at an appropriate time, in the future.

In the absence of the designated members of staff, the Deputy Head and Matrons, who are fully conversant with their duties in relation to child protection, are available to take over.

‘Whistle blowing’ in good faith is implicit within the procedures but requires clarification. A member of staff said that he had used the process with a satisfactory conclusion. A new policy on ‘Whistle blowing’ is being finalised but has yet to be included in the Child Protection Policy.

Relevant contact numbers, such as *Childline*, are provided by the public telephones in the boarding houses.

The Responsible Individual is recommended, in accordance with Standard 3.4, to explicitly include ‘Whistle blowing’ within the Child Protection Policy and Procedure.

Loughborough Grammar School are commended for their Child Protection Policies and Procedures, which are followed in practice.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

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

The school has an appropriate, written policy on discipline, sanctions and rewards. Information is made available to staff in the Staff Handbook and for boarders in their respective information booklets.

The policy does not contain information regarding the possible need to physically restrain a pupil or boarder, although, in Loughborough Endowed Schools, Form of Acceptance, section 7 d, there is a statement on corporal punishment and physical contact.

Each pupil is provided with a Student Planner that includes a Code of Conduct. The Staff Handbook has a policy on behaviour, discipline and the use of punishments. Punishments in school do not flow over into the boarding houses and staff were able to talk to boarders about aspects of their behaviour if it was a cause for concern. Boarders felt punishments were generally fair.

The disciplinary powers of prefects are clearly defined.

The school punishment records are held on computer and are well monitored by Heads of Year, Heads of Departments and the Senior Management Team.

Inspectors were impressed with the courteous behaviour of pupils and the positive interaction across all ages.

The Responsible Individual is recommended, in accordance with Standard 4.1, to include the school's Discipline Policy in the Parents' Information booklet and, in accordance with Standard 4.7, to include, in the Disciplinary Policy, information regarding the use of physical restraint.

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?****3**

The school has a Complaints Policy and Procedure, which is detailed in the Staff Handbook. A log of complaints is maintained, with actions and outcomes. The complaints procedure for boarders is in the 'Introductory notes for boarders' booklets. Minor complaints made by boarding pupils are addressed 'in house' and records maintained. Boarders said, during the boarders' interviews, and during informal discussion, that other than very minor grumbles, they had no complaints. They said that they are very happy with the care and support they received, both from boarding staff, school staff and the prefects and they are aware of how to make a complaint if they needed to do so.

The Responsible Individual is recommended, in accordance with Standard 5.1 & 5.4, to include the Complaints Procedure in the Parents' Handbook, with the contact number for the CSCI.

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?****4**

The school has a detailed, well thought out, robust and comprehensive Personal, Social, Health Education (PSHE) programme. Pupils receive PSHE once every three weeks as part of the curriculum. The programme includes information on such topics as: relationships, sex education, illegal drugs, alcohol and smoking – all of which are designed to be age appropriate - and follow a broadly Christian ethos.

The PSHE principles are reinforced by the school's policies and procedures and information is supplied to parents and reinforced for boarding pupils, and through the care they receive whilst boarding.

Loughborough Grammar School are commended their PSHE programme.

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**

The school maintains adequate health records for boarders in the school's Medical Centre, which is attached to School House (the senior boarding house). Parents complete a simple but comprehensive questionnaire, which is kept in the boarders' medical files. The Matrons also hold boarders NHS records on file. Records are maintained in accordance with the Data Protection Act, 1989 (also see Standard 17).

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
<p>The Housemasters of both the senior and junior boarding houses have had extensive experience and training in the management of boarding, which is evident in the excellent standard of care provided for the boarders.</p> <p>However, line management and leadership, regarding the responsibilities, practice and development of boarding at a more senior level is somewhat unclear. In addition, there does not appear to be a formalised system to monitor welfare provision in the school.</p> <p>The Responsible Individual is recommended, in accordance with Standard 8.1 & 8.2, to clarify and formalise management and leadership of the practice and development of boarding and to ensure that the school's governing body have a system to monitor welfare provision in the school.</p>		

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
<p>The school have a crisis management plan – CIRT; with telephone numbers of staff who may be contacted and who will make decisions and act in an emergency. However, the plan does not contain a range of response to foreseeable incidents such as; the loss of a boarding house through fire, or an outbreak of illness, among the boarders, not requiring hospitalisation.</p> <p>The Responsible Individual is recommended, in accordance with Standard 9.2, to ensure that there are planned responses to foreseeable incidents.</p>		

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?****4**

There are two well-organised boarding houses; School House, for seniors (14-19 years) and Denton House for juniors (10-14 years). Younger boarders, allocated to the Denton House, are provided with a homely and supportive environment. Boarders transfer to School House at 14 years, or arrive there for Sixth Form Studies. Denton House has two sixth formers as House Prefects, to be helpful with the younger boys. Deputy House staff, tutors and Gap students support the Housemasters.

Both houses have similar standards and facilities. Recreational areas are shared in both houses and there is provision for the separation of age groups, where required, with regard to washing and toilet facilities.

The inspectors were impressed with the tasteful and comfortable refurbishment of common room and games areas in the houses; these were appreciated by the boys. There appears to be a programme of refurbishment in the houses and it is important to keep up this refurbishment to ensure that all showers are in working order and the houses are pleasant places for the boys to live in.

The Responsible Individual is commended for the excellent 'in house' organisation of the boarding houses.

Standard 11 (11.1 - 11.6)

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

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

The school has a commendable choice and range of indoor and outdoor activities, available to boarders outside teaching time. The boarders have sufficient free time each day and are provided with a variety of appropriate supervised activities at weekends. They are able to use the games room, watch television and DVDs and books, magazines and daily newspapers are available.

There is internet access available and a robust system of safeguards to prevent access to unsuitable material.

Activities include: football, table tennis, swimming, choir, music and the Combined Cadet Force (CCF). This list is not exhaustive. Trips and visits are also arranged such as trips to the cinema, ice- skating, laser quest and to theme parks. The school also produces its own magazine – the Loughburian – annually, which details school news and events.

Community activities are risk assessed by the responsible teacher on a standard risk assessment form.

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
<p>Boarders are able to make their views known through the School Council. Comments and concerns are made via a year representative.</p> <p>Boarding pupils in Denton House, do not have a boarding council but meet each evening at 6pm, when any ideas, comments, concerns or complaints are discussed. Boarders said that this was a good system, which worked well. If they had concerns at any time they would speak to the Housemaster or the Housemaster's wife, and could do this privately, if necessary. They said that they were always listened to and were satisfied with outcomes.</p>		

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>The school have Prefects and House Prefects. Each boarding house has a Prefects Handbook, which also applies to Gap students. The handbook has details of key responsibilities, general guidance, daily routines and guidance on sanctions.</p> <p>School prefects can give punishments, such as lines but the boarders said that the House Captains rarely issued punishments and only with the permission of the Housemaster or the Duty Master.</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>All boarders felt they had one or more members of staff they could go to for personal guidance. The juniors in Denton House said that they would go to the Housemaster or his wife. The Matrons and the Child Protection Officer were also mentioned.</p> <p>The school is in the process of appointing a new Independent Listener.</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**

The school has a dedicated Medical Centre with two Registered Nurses – Matrons - who cover duty Monday to Friday and have an ‘on call’ rota for nights and weekends. There are medical and welfare records for all boarders. A GP from a local medical practice visits the school every Wednesday. Boarders are able to see a female GP if they wish and can choose whether they are accompanied by an adult when visiting the doctor, dentist or hospital. Welfare and GP and hospital records are kept in a locked cabinet.

Medication is stored and recorded appropriately. Matron checks the boarding houses’ medicine cupboards each month. Out of date and used medication is returned to the pharmacy. Information relating to allergies and significant illnesses is provided for academic and catering staff on a ‘need to know’ basis. Parental permission is sought and recorded for emergency treatments, prescription medicines and ‘homely’ remedies, such as Paracetamol.

Matron said that the nursing staff receive First Aid training through St. John’s Ambulance and that she had also attended a sports injury course. The Health & Safety Officer keeps a list of staff trained in first aid. The Matrons provide basic first aid training for the pupils and also train staff in the use of EpiPens (emergency treatment for severe allergic reactions).

The GP and the local School Nurse, who visit the Medical Centre, provide professional and clinical support for the school’s nursing staff.

It was noted by the Inspector that, in Denton House, on occasions, the medical cupboard key remains in the lock, leaving the medicines accessible to the boarders.

The Responsible Individual is recommended, in accordance with Standard 15.10, to ensure that all medication, stored in the boarding houses, is kept securely, in a locked cupboard at all times.

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**

The Medical Centre has a treatment area and a four-bedded sick room with shower and toilet. Pupils/boarders who are sick can be nursed in the Medical Centre. Nurses ‘on call’ are contactable via telephone and can be called out to sick boarders throughout the night, where necessary, and are always available to provide advice for the boarding staff. Boarding staff are available in the boarding area throughout the night.

Matron and the boarding staff said, that in practice, boarders rarely stay in the Medical Centre overnight. If boarders feel a little unwell, they are able to stay in their own beds in the boarding house and be cared for by the boarding staff. If they are very unwell they are taken to hospital.

Standard 17 (17.1 - 17.8)**Significant health and personal problems of individual boarders should be identified and managed appropriately.****Key Findings and Evidence****Standard met?****3**

The Medical Centre keeps welfare and medical records, which identify pupils/boarders significant health and personal problems. The welfare plans demonstrate parental and health professional consultation and involvement where pupils/boarders had specific problems. There were no boarders identified with bed-wetting problems but this was recognised by both the boarding and nursing staff as a possible problem, which would be dealt with in a sensitive manner. Pupils/boarders with specific problems, such as asthma or pupils/boarders who suffered from emotional problems and homesickness, are well supported by boarding staff, nursing staff and academic staff. Outside professional services are sought through the GP.

School House, being next to the Medical Centre, have easy access to the boarders' medical files. However, this does not apply to Denton House, which is some distance away, making access to records, in an emergency, difficult. Although there are electronic copies, basic medical information may not be readily accessible in an emergency.

The Responsible Individual is recommended, in accordance with Standard 17.1, to retain a hard copy of contact details and basic medical information, relating to each boarder, in the respective boarders' files, in the boarding houses.

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?****4**

The school has an Equal Opportunities Policy, which is also in the Staff Handbook.

Approximately half of the boarders are from an ethnic background. The school demonstrates a firm commitment to equal opportunities and is fully aware of the cultural diversities of its pupils.

The school expects the pupils/boarders to participate in the cultural and religious life of the school selected by their parents, regardless of their culture or religious background. Boarders are expected to attend Chapel on Sunday and Wednesday.

Discussions with the school's Chaplain revealed that Chapel services are often of a general nature. Various faiths are acknowledged in assemblies and sometimes it is possible to follow this up with a suitable matching meal to fit the custom celebrated in the dining hall. The school provides a prayer room for pupils of the Muslim faith to use at lunchtimes.

It was felt there was good, comfortable integration within the school. Inspectors were impressed with the work being done by the school's SEN teacher and the method that strategies were shared with staff to improve performance in the classroom. English as an Additional Language (EAL) is provided where required.

Religious or cultural dietary requirements are catered for.

The school has a specified uniform made known to parents in the Parents' Information Handbook.

A boarder commented that day pupils sometimes tease boarders because they *are* boarders. One Housemaster said that he was aware that this happened, and to compensate allowed the boarders small privileges, such as, being able to return to boarding at breaks and lunch time.

The Responsible Individual is commended for their commitment to and prevention of inappropriate discrimination.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

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

Both boarding houses provide access to a telephone with contact number for *Childline* and other services. However, most boarders have phone cards or mobile phones and are able to contact parents at any reasonable time, and in an emergency. The school has guidelines for the use of mobile phones by boarders. Boarders are also able to use Email at specified times.

The Heads of Boarding record any contact they make with parents and consult parents on any significant welfare or disciplinary problems.

Parents may visit at any time.

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**

School House – The older boarders are encouraged to have and manage their own bank accounts. There is a system in house - BSR - Boarders Sundries Refundable, where boarders are able to ask the Housemaster for money daily at 8.15am. This process is recorded on a computer spreadsheet, added up at the end of each term and checked by the Bursar. A copy of the account is then sent out to parents.

Boarders do have a space that is secured with a padlock in their rooms to keep money or valuables in. Also they are able to bring lockable tuck boxes into house, these are stored close to the house kitchen.

Denton House – the Housemaster provides the boarders with £5 per week. Additional monies can be applied for. Records are maintained. Personal Allowances for trips etc and pocket money is charged to the parents retrospectively. The Registrar assists boarders to open a bank account, if they wish to do so.

Boarders have a lockable facility next to their bed to secure personal items.

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**

School House – Although there is no formal, written induction for boarders, new boarders feel that boarders already in house help them to find their way around and enable them to settle in. House staff also take good care to ensure that new boarders are well looked after and any signs of homesickness are sensitively addressed.

Denton House – There is no written policy or guidance on the induction of new boarders. There is a conducted tour of the school by a member of staff and an informal 'buddy' system. Boarders confirmed that they felt able to seek advice from other boarders and felt well supported by the Housemaster, his wife and other members of the boarding staff.

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?**

1

The school provides information for parents regarding guardians. In the booklet 'Boarding at Loughborough Grammar School' it states that, 'Boys from overseas entering boarding will need to have guardians', and that '...the school can put the parents in touch with a number of agencies'. It was noted by the Inspectors that names of parents, who are prepared to act as guardians, have, in the past, been provided on an informal basis: also that an overseas boarder in Denton House did not have a guardian.

The situation regarding the school's position on guardians requires clarification for the benefit of parents, boarders, boarding staff and the school.

The Responsible Individual is recommended, in accordance with Standard 22, to clarify the school's policy on educational guardians and to ensure that boarders' welfare is protected in any appointment of educational guardians by the school.

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence**Standard met?**

3

The school has not had any recent major punishments, complaints or accidents in relation to boarding. The Housemasters monitor 'house' sanctions, and any patterns of poor behaviour are followed up.

A complaints file is maintained, with details of the complaint, actions and outcomes. Complaints and risk assessments are stored electronically and monitored on an ongoing basis by a nominated person.

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?****4**

Catering services at the school are of a high standard with an impressive variety of high quality nutritious meals being provided. These include vegetarian meals and any special menus for pupils with special dietary needs. A high proportion of local meat, poultry and fresh vegetables and fruit are used when preparing meals.

Requests from boarders are taken into account when planning meals. In one instance this resulted in Sunday breakfast being replaced by a popular Sunday brunch at a later time to allow the boarders a more relaxed start to the day.

The Catering Manager provides in house training in food handling and hygiene. There is also a Health and Safety package this is also delivered in the first four weeks for new starters.

The refectory was well laid out and provided a pleasant atmosphere for dining in.

The junior boarders in Denton House said that they were not too keen on the Sunday evening meal – a traditional Sunday lunch. It was established that many of the boarders, who remain at the weekend, are from an ethnic background and therefore may prefer an acceptable alternative. The boarding staff will discuss this with the catering staff.

There are no outstanding issues to be addressed from the Environmental Health report. The school holds an Environmental Health Gold Standard Award.

The Responsible Individual is commended for the variety and good quality of their catering provision.

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**

Drinking water is available in the boarding houses and in the main school. Each boarding house has a kitchen area where boarders are able to prepare snacks. Boarders are provided with milk, bread, butter and preserves. In addition, there are vending machines and the school shop, where pupils/boarders are able purchase snacks and soft drinks.

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?	3
<p>The school has a designated Health & Safety Officer and extensive Health and Safety Policies and Procedures in the Health and Safety Manual, which include fire evacuation procedures and a fire system management. Two people have been trained to carry out fire risk assessments.</p> <p>The fire service provided a 'walk round' service to identify potential problems, which was completed in August 2004. All recommendations made by the Fire Officer were addressed. Contractors are employed to complete a full fire check, twice a year.</p> <p>Both boarding houses have evacuation procedures and fire exit signs prominently displayed throughout the house. Fire and smoke alarms are tested 'in house', weekly and fire drills twice a term – this was confirmed by the boarders.</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
<p>Loughborough Grammar School does not impose unusual or onerous demands on the boarders, therefore this standard does not apply.</p>		

Standard 28 (28.1 - 28.2)
The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence	Standard met?	9
<p>Loughborough Grammar School does not have other children accommodated at the school; therefore this standard does not apply.</p>		

Standard 29 (29.1 - 29.6)

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

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

The school identifies high-risk activities undertaken by pupils/boarders. Risk assessments are completed and parental permission is sought from parents/guardians. Parental permissions are kept on file. Relevant qualifications are either held by the academic staff or confirmed with the staff providing the activity. Each activity has a risk assessment form, which also identifies the venue, qualifications required, safety arrangements and numbers of participating staff and pupils (see Standard 32).

NB. The Combined Cadet Force (CCF) risk assessments were not seen during this inspection but will be inspected during the next Additional Welfare Inspection 2005/6.

Standard 30 (30.1 - 30.5)

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

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

Boarders have access to information about events in the world outside through radio or television either in their own room or in the common rooms. Boarders can also maintain contact with friends and family by telephone, mobile phone, Email and letters. Boarders have access to a range of daily newspapers and can buy their own newspapers and magazines if they wish. Boarders also go on trips to the cinema, ice-skating, etc; and have external speakers visit the school. They are able to take part in the CCF, and can and do participate in many external sporting activities with other schools.

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

Both School House and Denton House have sufficient staff. A Housemaster and his wife live in both houses. School House has two 'live in' Gap students and Denton has one 'live in' Gap student. Both houses have additional boarding staff and House Prefects. There are at least two members of staff on duty at evenings and weekends.

Boarders did not identify any 'thin' times, but cover for sickness or absence is on an informal basis.

The Responsible Individual is recommended, in accordance with Standard 31.5, to formalise cover arrangements for boarding staff sickness and absence.

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**

Boarders who are away from the school, e.g. visits to friend or the town, are able to contact a member of staff via a mobile phone. Pre-arranged trips and visits are risk assessed and a form completed with numbers of pupils and staff involved. All trips have parental permission. Senior boarders are required to sign out before leaving the boarding house. Juniors are not allowed out alone.

Gap students and House Prefects work under the supervision of the Housemaster.

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**

There are at least two members of boarding staff on duty overnight in both boarding houses. There is a weekly duty rota covering evenings, nights and weekends.

Boarders have easy access to staff within the boarding houses and the boarding staff have contact with the nurse 'on call' via telephone.

Staff are aware who is in the boarding house at night. There is a role call morning and evening and the Housemaster or boarding staff checks all rooms.

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?**

1

The Housemasters, Gap students and Prefects have job descriptions/guidance. However, the Housemaster's job description requires considerable augmentation to fully encompass the full range of responsibilities undertaken. Job descriptions for additional boarding staff were not evident.

The wives of Housemasters have an unspecified role, although they make a considerable contribution to the health and welfare of the boarders, and to the day-to-day management of the house, particularly in relation to the direction and supervision of domestic staff.

There did not appear to be a formal induction process for new members of the boarding team, although the boarding house staff said that they are well supported by the Housemaster and other members of the boarding staff.

Teaching staff, who also undertake roles and responsibilities in boarding, are Performance Managed bi-annually, but this may or may not have a boarding component to the three targets set. Ancillary staff, such as the domestic staff, do not have formal supervision, appraisal or Performance Management.

In addition, there does not appear to be a clear line management structure, within boarding, for the ancillary staff or at a senior level for the boarding staff e.g. someone with overall responsibility for boarding matters.

Nevertheless boarding arrangements seems to work well.

The Responsible Individual is recommended, in accordance with Standard 34.1, 34.2, 34.3, 34.4 & 34.5, to ensure that: all staff with boarding duties have job descriptions reflecting those duties; that any role of spouses within boarding is made clear; that there are clear arrangements for the supervision of ancillary staff; that all staff receive and induction training programme, which includes guidance on Child Protection; and that job descriptions clearly state, and staff are themselves clear about, the person to whom each member of staff with boarding duties is responsible.

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

The school's boarding practices are contained in the Staff Handbook, under section II – Routines – Boarders and Boarding & Information for Boarders. Some information requires updating when next reprinted such as telephone numbers for the Independent Listener and the CSCI.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>The school has a calm, friendly and open atmosphere with sound and positive relationships between pupils and staff. There is strong evidence of very sound staff/boarder relationships, with a strong sense of community in each boarding house. Across the age range there is evidence of pupils' respect for each other and boarders of all ages appeared to be supportive of each other.</p> <p>There is positive provision of pastoral care and an impressive and sensitive approach to pupils of differing cultural, linguistic and academic needs.</p> <p>Both the Boarders' Questionnaires and the boarders' interviews identified the Housemasters as approachable and supportive but also identified other members of the boarding, medical and chaplaincy teams as a source of support.</p> <p>Boarders referred to the Housemasters as 'like a father figure' and boarding 'as a second family'. The Housemaster's wife in Denton House was mentioned by a number of boarders as someone that they would turn to and who was kind and caring, and someone who made boarding feel homely.</p> <p>A boarder said that one of the Gap students was unreasonably 'bossy' at times but that it was not a significant problem.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Most of the boarders are housed in dormitories or shared rooms. Boarders did not identify any problems in relation to privacy and staff supervision, either in boarding or in any other area of school life.</p>		

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?	2
<p>The school does not have a specific Recruitment, Selection and Retention Policy and Procedure.</p> <p>Staff who have been employed since April 2002 have Enhanced Criminal Record Bureau (CRB) checks, which are renewed if staff join the boarding team.</p> <p>There is a (relatively new) checklist to ensure that all the relevant information is obtained.</p> <p>The Inspectors suggest, that in line with current good practice, - Boarding Schools National Minimum Standards, Standard 38.2, The Bichard Inquiry Report, Para 4. 59, <i>Recruiting & Vetting</i> and Every Child Matters, DfES 2004, - the school ensure that there is a Recruitment, Selection and Retention Policy and Procedure to provide guidance, particularly in relation to the recruitment and vetting of boarding staff.</p> <p>The Responsible Individual is recommended, in accordance with all of the elements of Standard 38, to ensure that there is a satisfactory recruitment process recorded in writing.</p>		

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?	3
<p>New staff work under supervision if they have not been police or CRB checked. Contractors are asked for proof of CRB checks as are taxi companies used by the school.</p> <p>The school has undertaken its own enhanced CRB checks on some contractors working on school premises.</p>		

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?

3

There are two boarding houses, one for junior and one for senior boarders. Both have adequate heating, lighting and ventilation. The houses are clean and have adequate standards of decoration. Furniture and furnishings are suitable for the number and needs of those accommodated, and are in a satisfactory condition. Boarders indicated that the accommodation was not unnecessarily noisy.

The school does not currently accommodate any boarders with disabilities.

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?**

4

The school is situated on a large campus. Road access is controlled by a barrier and there is CCTV surveillance of the grounds and main thoroughfare, accessible on foot by the public. The buildings can only be accessed from outside by security coded locks. There is no way in to the sleeping accommodation from outside the buildings. The sleeping areas are reserved for boarders only. Day pupils and friends are allowed in the houses with prior permission from the Housemaster.

The Responsible Individual is commended for the security systems in place to protect boarders.

Standard 42 (42.1 - 42.14)

Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence**Standard met?**

3

The houses are a mixture of dormitories and smaller rooms. There are some cabin style beds, used by the younger boarders. There is sufficient space in the rooms for boarders to change comfortably. All rooms have windows and are carpeted and there is sufficient storage space for boarders' clothing and property. Boarders' dormitories and rooms were clean and personalised. Boarders reported that the rooms are comfortable. Resident staff are housed in apartments that are separate from the boarders' accommodation except for in School House where the Gap students share the washing/toilet facilities with the Medical Centre (see Standard 44).

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

All bedrooms have provision for private study.

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?**

3

Both boarding houses have adequate toilet and washing facilities. These are located on each floor.

In discussion, boarders reported that there was no significant queuing for showers in the morning or evening.

Resident staff are housed in apartments that are separate from the boarders' accommodation except the two Gap students in School House who share the washing/toilet facilities with the Medical Centre.

The Responsible Individual, in accordance with Standard 44.10, should ensure that pupils/boarders have separate toilet and showering or bathing facilities, and do not share adults' facilities.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

0

This standard was not inspected on this occasion but will be inspected during the next Additional Welfare Inspection Visit in 2005/2006.

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

There are a number of common rooms within each of the boarding houses. One equipped with television, Sky TV, video and DVD, and a games room with a pool table, table tennis and football game. There is also a kitchenette where boarders can make snacks and drinks – bread, milk and preserves etc are provided.

Boarders have access to the boarding houses at break and lunch time when they can relax and watch television.

Boarders have access to a range of sporting facilities including a swimming pool, a sports hall and playing fields.

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?****4**

The school has a comprehensive Health & Safety policy, and effective system of specific risk assessments, supported by written and computerised records, for all areas within the school campus and the boarding houses. There is a Health & Safety Officer, responsible for all three schools, who has a NEBOSH qualification and 35 years experience of health and safety.

Sleeping, living and recreational areas are free from significant hazards. All areas of the school and boarding houses are risk assessed. Specific risk assessments were completed for both boarding houses in August 2004.

Portable Appliance Testing (PAT) is completed annually. Computerised records are maintained and monitored. Control Of Substances Hazardous to Health (COSHH) training is being arranged through *Premier Products*, and will include training for all domestic and maintenance staff. Most windows are fitted with opening restrictors.

Fire checks are completed weekly in the boarding houses, with regular fire drills. The Fire Officer visited the school in August 2004; all recommendations were completed. Two people have been trained to carry out fire risk assessments.

The grounds are monitored by CCTV; a barrier system monitors motorised access to the main school campus; school buildings and the boarding houses have coded security access. General Health & Safety Information is kept for 7 years and health related information is archived for 40 years.

There is also an Estates Manager who is responsible for general maintenance in the school. There is planned maintenance throughout the school and boarding houses, and a computerised system ensures a 48-hour response time. There is a separate maintenance budget for boarding.

NB. The school has identified, what may be a significant hazard on the route used by boarders between buildings (Standard 47.9), which is being addressed by the school.

The Inspectors noted that there had been, over the past twelve months, a total of 25 incidents, including 5 physical assault to pupils/boarders, the remaining being theft and damage to school property, which have been reported to the local police. These had taken place on or near to the main thoroughfare through the school campus; also used by the general public. Boarding staff now escort junior boarders to the dining hall and one member of the boarding staff said that they no longer have milk delivered, because of breakages and damage. The Local Authority is considering the 'Right of Access' by the public via the main thoroughfare. The Inspectors consider that this should be given serious consideration, as the safety of pupils/boarders who attend the school is paramount.

The Responsible Individual is commended for the schools proactive approach to Health & Safety.

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>The school has a Medical Centre within the main school building, attached to School House. Matron said that boarders rarely spend the night in the Medical Centre but are usually cared for in their boarding house. If they were very ill they would be taken to hospital. However, pupils/boarders may spend part of the day in the Medical Centre. It was of concern to the Inspectors that, when this occurred, pupils/boarders shared washing and toilet facilities with two Gap Student, who used the facilities and were resident in School House (also see Standard 44).</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>There is a fully equipped and staffed laundry on the site in the boarding houses. Bed linen is changed and laundered weekly. There is a system of collection and return of personal laundry items. The laundry system is well organised and has a method to ensure that clothing is returned to the correct boarder. One boarder said that his school shirts were not very well ironed.</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>There is a school shop where pupils/boarders are able to buy items such as stationery, tuck and items of uniform. In addition, senior boarders can go into nearby Loughborough, but junior boarders must be accompanied. Occasional shopping trips are arranged.</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>Loughborough Grammar School does not arrange lodgings to accommodate boarders; therefore this standard does not apply.</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**

There is a comprehensive, fully documented procedure to be followed before pupils/boarders are taken away from the school site, and where they are required to sleep away from school. Pupils/boarders are accompanied by school staff with a staff: student ratio that is appropriate to the age of the pupils and to their destination. The school has assessed the suitability of any accommodation it uses. Short stay accommodation used by the school provides all the requirements listed in Standard 52.8.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Not Applicable

Lay AssessorNot Applicable**Signature****Date**

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 28/02/05, 01/03/05, 02/03/05 & 03/03/05, and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

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 28th April 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Paul Fisher, Headmaster of Loughborough Grammar 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 _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I Mr Paul Fisher, Headmaster of Loughborough Grammar 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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