



INDEPENDENT SCHOOLS INSPECTORATE

BILTON GRANGE SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Bilton Grange School

Full Name of School	Bilton Grange School		
DfE Number	937/6002		
Registered Charity Number	528771		
Address	Bilton Grange School Rugby Road Dunchurch Rugby Warwickshire CV22 6QU UK		
Telephone Number	01788 810217 or HM PA 01788 818208		
Fax Number	01788 816922		
Email Address	headmaster@biltongrange.co.uk		
Head	Mr Alex Osiatynski		
Chair of Governors	Mr Jeremy Greenhalgh		
Age Range	4 to 13		
Total Number of Pupils	304		
Gender of Pupils	Mixed (177 boys; 127 girls;)		
Numbers by Age	5-11:	204	
	3-5 (EYFS):	22	11-13: 78
Number of Day Pupils	Total:	273	
Number of Boarders	Total:	31	
	Full:	16	Weekly: 15
Inspection dates	25 Nov 2014 to 27 Nov 2014		

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in May 2011 and can be found at www.ofsted.gov.uk.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Sara Wiggins

Mr Alistair Telfer

Reporting Inspector

Team Inspector for Boarding (Head of
Department, ISA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bilton Grange is a co-educational preparatory boarding and day school, located in 100 acres of parkland on the edge of the village of Dunchurch near Rugby. The school was established as a boys' boarding preparatory school in 1873 and relocated to Bilton Grange in 1887. The school became a charitable company directed by its governors in 1945. Bilton Grange became co-educational in 1992 at which point the adjacent building, Homefield, became the Pre-Prep Department and Early Years Foundation Stage (EYFS) for Bilton Grange. The name Homefield was discontinued in 2005 to underpin the fact that it is one school for pupils aged four to thirteen. The headmaster was appointed in September 2013.
- 1.2 The school ethos is to provide a learning community in which children can develop their full potential, discover their talents, grow as individuals and as members of society and above all be inspired to aspire. The school aims to achieve this by preparing pupils for the life that lies ahead; academically, emotionally, morally and spiritually and giving pupils the opportunity to make a positive and meaningful contribution to the life of the school and the wider world.
- 1.3 The school has on roll 304 pupils, comprising 177 boys and 127 girls. Twenty-two pupils attend the Early Years Foundation Stage (EYFS), all of whom attend full time. There are 51 pupils in Years 1 and 2 and 231 pupils in Years 3 to 8. Currently, 16 pupils are full-time boarders and 15 pupils are weekly boarders. Thirty-four pupils board on an occasional, flexi basis. Pupils come from a wide range of economic backgrounds and the majority are of white British origin. Of 88 pupils who have been identified as having special educational needs and/or disabilities (SEND), 38 receive support with their learning. There are no pupils with a statement of special educational needs and 14 pupils are learning English as an additional language (EAL).
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Pre-preparatory

School	NC name
Reception	Reception
Yr1	Year 1
Yr2	Year 2
Yr3	Year 3

Preparatory School.

School	NC name
Juniors	Year 4
3 rd Form	Year 5
4 th Form	Year 6
5 th Form	Year 7
6 th Form	Year 8

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school does not meet all the National Minimum Standards for Boarding Schools 2011, and therefore it must:

- ensure that child protection procedures are implemented with sufficient rigour with regard to the management of safeguarding where external agencies are concerned, and the completion of the necessary recruitment checks on staff, principally overseas gap assistant staff, before they are appointed, including the check against the barred list. [National Minimum Standard 11 under child protection and for the same reason National Minimum Standard 14.1, under Staff recruitment and checks on other adults].

(ii) Recommendations for further improvement

2.2 In addition to the above regulatory action points, the school is advised to make the following improvement.

1. As a matter of some urgency to complete planned refurbishment of the day-time changing facilities to ensure both privacy and space.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted. There were no recommendations made as a result of this inspection.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 There is a well organised induction procedure for boarders and they are provided with comprehensive information regarding all aspects of boarding in advance of arriving at school. Separate information booklets for boys and girls help new pupils settle in. Boarders confirm that there are different staff members to whom they can turn for help or guidance. House notice boards provide contact details of appropriate outside sources of support, including the school's independent listener and children's services. [NMS 2]
- 3.3 Procedures for the care of pupils who are unwell or who suffer from chronic conditions are suitable and understood. The majority of staff are trained in first aid. Clear procedures are in place for the administration of household remedies. All medical records are stored confidentially. The medical centre is manned by a qualified nurse during the school day and matrons who are on duty overnight. Nurses and house staff liaise closely. Doctors are on call from a local practice and are available out of hours. Other medical or dental appointments are organised as required. Prescribed medicines are correctly stored and administered. All pupils report that they are well looked after if they feel unwell or injured. The boarders' rights and confidentiality are respected. [NMS 3]
- 3.4 Boarders confirm that they are able to contact their parents and families. They may use their mobile phones or the internet at appropriate times. Landlines are available in houses. [NMS 4]
- 3.5 The boarders' sleeping accommodation is suitable. Appropriate arrangements are made for organised prep and private study. Toilets and showering facilities offer appropriate privacy in the boarding houses. Heating, lighting and ventilation levels in houses are appropriate and rooms are clean. Refurbishment is ongoing in both boys' and girls' houses. Accommodation and furnishings are suitable for the number, needs and ages of boarders. Bedding is clean, warm and fit for purpose. Boarders bring their own duvet covers and personalise their rooms with posters and personal items. The two houses are protected from access by unauthorised individuals. Security procedures do not intrude on the boarders' privacy. [NMS 5]
- 3.6 The school provides a varied menu of food, including choices suited to specific dietary, medical or religious needs. In questionnaire responses, a small minority of pupils expressed dissatisfaction with the choice and quality of the food. Inspection evidence does not support these views and during interviews pupils raised no concerns. A wide variety of choice is available at meal times, theme days included a French gastronomic experience and the boarders have formal candle-lit suppers which are appreciated and enjoyed. The school kitchen and snack areas in houses are all hygienically maintained. Drinking water is available at clearly labelled taps and the kitchen servery throughout the day and boarders are provided with light snacks and drinks in the evening. [NMS 8]
- 3.7 Clothes are laundered regularly and returned promptly. Boarders may buy personal items from the school shop, or in town on supervised trips. Boarders have bedside lockers to store possessions and have access to lockable storage if preferred; all boarders report that their belongings are safe. Pupils hand valuables and money to their house parents for safe storage. Pocket money is issued weekly. [NMS 9]

- 3.8 A small minority of boarders, in the questionnaire, expressed a view that the range and choice of activities does not fully meet their needs. During inspection interviews boarders expressed satisfaction and programmes of activities and observations show that boarders have an extensive choice of suitable activities throughout the week and at weekends. The school site provides safe recreational areas including pleasant outdoor spaces, common rooms and places where boarders may be alone. Internet access, newspapers and televisions enable pupils to access information about outside events. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school does not meet two of the NMS under this section.
- 3.10 The arrangements to ensure boarders' welfare and safety are thorough. Risk assessments are appropriate and cover most aspects of school life. Access controls to all boarding areas are used effectively. There is little use of school facilities by external groups during term time, and these groups remain distant from the boarding facilities. Electrical testing is undertaken regularly. The accommodation is mostly suitable although, as identified by the school, the facilities for showering during the day lack appropriate privacy and space. [NMS 6]
- 3.11 Fire safety procedures are comprehensive including a fire risk assessment and its review and the appropriate maintenance of fire equipment. Fire evacuation procedures are appropriately undertaken including some when boarders are asleep. [NMS7]
- 3.12 Child protection policy and procedures are carefully reviewed but have not always been implemented with sufficient rigour with regard to staff recruitment checks, in particular on gap assistant staff and the management of safeguarding where external agencies are concerned. Those with particular responsibilities undertake appropriate training, and training for others, including teaching and support staff, volunteers and governors, is updated annually. Concerns about individual boarders are handled sensitively and detailed records are kept. Effective links exist with the local safeguarding children board. [NMS 11]
- 3.13 Boarders were clear, both in interviews and in responses to pre-inspection questionnaire that relationships are strong and that friendliness is a feature of the boarding community. They report that they like being at the school and that boarding staff treat them fairly. All parents who responded to the questionnaire stated that their child feels safe in the boarding houses. In the pre-inspection questionnaire the overwhelming majority of both parents and boarders were clear that if bullying arises, the school deals with this effectively. Careful records kept by the school support this view. The school boarding provision has appropriate rules, and systems are in place to record sanctions but these are rarely used, with positive behaviour being encouraged. Procedures for searching pupils and their possessions, and for physical restraint if necessary, are appropriate. [NMS 12]
- 3.14 The school efficiently maintains an accurate register of all recruitment checks undertaken when staff are appointed, including those through the disclosure and barring service. All the required checks are carried out on staff, including those who live in boarding areas. However, in a very small number of cases, principally overseas gap assistant staff, checks, including that against the barred list, have not been carried out before work begins. Visitors to boarding areas are carefully supervised. School documentation confirms that parents of boarders from overseas make their own arrangements for guardianship. [NMS14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section
- 3.16 A statement of boarding principles and aims is available for parents and staff and its implementation is evident in every-day practice. In the questionnaire, parents were overwhelmingly positive about their children's experience of boarding. [NMS 1]
- 3.17 Suitable leadership and management operates in boarding. Most staff within the school are involved with boarding which enables effective links between academic and boarding areas of school life. Self-evaluation of the boarding provision is undertaken and recorded. The development of the quality of boarding has been carefully considered by leadership and the governing body and this has resulted in the ongoing refurbishment programme. Senior boarding staff are experienced and suitably trained for their roles and regular meetings are held where issues relating to individual boarders are discussed. The records required are maintained and monitored. [NMS 13]
- 3.18 The evaluation of staff is thorough and related to job descriptions which detail roles and responsibilities. Staff receive induction training when appointed as do spouses involved with boarding. Boarding house parents live within boarding accommodation on site, and are assisted by matrons who supervise dormitories at night. Residential staff have suitable accommodation which is appropriately separated from the boarders' facilities. Access to staff accommodation by boarders is always properly supervised. The publication of the staff duty rota means that all boarders know which qualified member of staff is in charge of them. Staff know where boarders are at all times. Supervision for boarders outside teaching time is thorough. Effective procedures are in place in the unlikely event of a missing child. [NMS 15]
- 3.19 In the pre-inspection questionnaire and in interviews boarders confirmed that they are well cared for and that they do not experience any discrimination. Staff are sensitive to the different needs of pupils, particularly those who have SEND, specific medical requirements or come from overseas. Staff records and discussions about the needs of boarders cover both academic and pastoral areas. [NMS 16]
- 3.20 Representatives from girls and boys of different ages in the boarding council ensure that the views of all boarders are considered in termly meetings. Boarders additionally state that they feel able to offer their views informally to staff within their boarding houses. A suggestion box is available in both houses. [NMS 17]
- 3.21 The school has a clear complaints procedure which is available to parents. A small minority of parents did not feel that the school handles their concerns well. Inspection evidence does not support his view. Complaints and concerns are suitably recorded and followed up appropriately. Opportunities for parents to share concerns with senior managers in an open forum have recently been introduced. [NMS 18]
- 3.22 There are no prefects in boarding. The recent introduction of pupil heads of boarding for both girls and boys provides additional support for boarders as well as role models and 'buddies' for younger and new boarders. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for its boarders. [NMS 20]