



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Bloxham School

**Bloxham
Oxfordshire
OX15 4PE**

Lead Inspector
Clare Davies

Announced Inspection
10th, 11th & 12th October 2006 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school	Bloxham School
Address	Bloxham Oxfordshire OX15 4PE
Telephone number	01295 720222
Fax number	01295 722962
Email address	mea@bloxhamschool.com
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Bloxham School
Name of Head	Mark Allbrook
Name of Head of Care	Emma Jeffrey, Deputy Head
Age range of boarding pupils	11-18 years
Date of last welfare inspection	March 2003

Brief Description of the School:

Bloxham School is a well established boarding and day school for 11-18 year olds in Bloxham village, near Banbury in North Oxfordshire. The school is a co-educational facility with pupils joining at the ages of 11, 13 and 16 from a wide variety of schools.

At the time of this inspection there were 230 boarders; of whom 77 were girls. Boarding provision is varied with weekly boarding for the Lower School and full boarding for the Middle School and Sixth Form. Day boarders are closely integrated with boarding pupils, leaving the school at 9pm or having the opportunity to stay overnight occasionally.

The Lower School has one boarding house providing accommodation for boys and girls, this is located a short distance from the main site. In the Middle School and Sixth Form each pupil joins a boarding house and will usually remain in that house throughout their time at Bloxham School. There are four boarding houses for boys and two for girls, each boarding house has a housemaster/mistress who is supported by an assistant, a matron and a team of tutors from the teaching staff who generally support pupils in the boarding houses one evening a week on a rota system. The prefects also provide support with boarding duties and the supervision of prep.

Bloxham is a Woodard school, a Christian community with regular worship in the school's chapel. Pupils from other denominations are welcome to join in the religious education as well as attend their own place of worship.

The cost of this service for boarding is, for Lower School boarders, Years 7 and 8, £17,760, and for boarders in Year 9 and above, £22,990 per annum.

SUMMARY

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

This summary has been written for the boarders of Bloxham School.

The school was assessed against the National Minimum Standards for Boarding Schools and was carried out jointly with the Independent Schools Inspectorate. The Commission for Social Care Inspection (CSCI) team was present at the school from 10th-12th October 2006 and consisted of 2 inspectors from CSCI and 1 Boarding Sector Professional Inspector.

The inspection involved touring all the boarding houses and holding discussion groups with representatives from each year group. In addition the inspectors;

- Invited boarders to complete a questionnaire.
- Interviewed the headmaster and deputy head.
- Spoke with the school doctor and nurses and visited Palmer.
- Toured the grounds and facilities.
- Interviewed the chaplain.
- Interviewed some housemasters/mistresses and other key staff.
- Interviewed the bursar.
- Joined boarders for lunch and an evening meal.
- Looked at various policies, procedures and records.

The inspectors would like to thank the boarders, the headmaster, the deputy head and the staff for assisting with this inspection. The inspectors found the boarders to be polite and helpful, a credit to the school.

The inspectors judged Bloxham School to provide excellent boarding provision.

What the school does well:

- Qualified nurses (24hrs) and regular visits from a doctor meet the health needs of boarders. The school hospital provides very good facilities and has links with community health services.
- Food is of a very high standard with lots of variety.
- There are very low levels of bullying.
- School rules and expectations of behaviour are clear and sanctions are seen as fair.
- Boarders are consulted and can contribute to the development of boarding.
- Staff have a good understanding of child protection matters.
- Health and safety issues are given a high priority.
- Good relationships between boarders and staff promote happy and confident pupils.
- Boarders are able to identify an adult that they can talk to with any concerns.
- Documents, records and prospectus materials are of a good standard.

- The headmaster provides good leadership.
- Individual needs are considered and the development of well-rounded pupils is promoted in addition to academic support.
- The staff and pupils are proud to belong to the Bloxham School community.

What has improved since the last inspection?

A few suggestions were made at the last inspection on how to improve boarding and the headmaster has seen to these changes. One example was to ensure that parents give written permission for the school staff to give first aid and non-prescribed medication.

Others were;

- To revise some policies and procedures.
- To ensure bathroom locks are working.
- To ensure boarders have somewhere to lock away their possessions.
- To remove hot plates that were placed on top of microwave ovens.
- To use lots of checks when employing staff to work at the school.

What they could do better:

From this inspection a few recommendations have been made;

- Provide a snack in the boarding houses after prep.
- Ensure toasters are not placed underneath kitchen cupboards.
- Consistently carry out checks on all new staff.
- Restrict some windows for boarders' safety.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

The Commission considers Standards 6 and 15 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

6,15 and 24

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

The school hospital is very well resourced and supports boarders well with their health and medical needs. The food provided is of an excellent standard.

EVIDENCE:

Personal, Social and Health Education (PSHE) is delivered within the school's educational curriculum and covers the topics of smoking, alcohol, illegal substances and relationships amongst other areas of discussion. Some visiting speakers contribute to the delivery of these subjects. Bloxham School has appropriate policies in place with regards to smoking, use of alcohol and illegal substances; these are available to pupils and parents through handbooks and on the school's website.

The school doctor and nurses contribute to the delivery of PSHE and have health education literature available within the school surgery.

The school hospital has 3 qualified nurses providing medical cover 24 hours a day. The nurses hold surgeries twice a day, are qualified in first aid, and are responsible for any boarders staying in the school hospital overnight. There are good links with a local GP surgery and a male doctor visits twice a week to hold surgeries. A female doctor can be available at the local surgery if required. A physiotherapist regularly visits and there is access to other clinics where appropriate.

Boarders spoken to by the inspectors reported that they were well cared for when feeling unwell and able to contact home easily. Boarding staff reported that there was very good support and communication from the nurses. It was concluded that good systems are in place to ensure safe administration of medication and accurate record keeping. The nurses monitor the storage and administration of any medication by staff in the boarding houses and the use of email assists in keeping each other informed of any pupil's health needs.

Significant health and personal problems of individual boarders are identified and managed appropriately. Information is shared with staff that 'need to know'; Housemasters/mistresses have details of boarders with personal issues such as: allergies, asthma, sensory impairment, eczema. The inspectors concluded that in practice welfare support is identified and well provided for by various staff members relevant to the pupil.

The boarders reported through a questionnaire and through discussions with the inspectors that the food at Bloxham School is very good. Having sampled the meals the inspectors would agree with these statements and commend the school for such provision. The boarders appreciated the variety; each day there is a choice of hot meals, pasta, jacket potatoes and salad bar. Hot and cold desserts are available with plenty of fresh fruit. The boarders reported that the evening meal has less choice and often includes fried food but the inspectors felt that the choice and quality remained good.

The Headmaster reported that the school recognised that boarders were often hungry after prep at 9pm and plans were underway to provide supper in the houses; the inspectors support this plan.

The dining facilities are very pleasant with an informal atmosphere for pupils to sit with friends and chat. The inspectors observed the waiting time for the dining room to be minimal and the prefects were very effective in monitoring the queue and supervising pupils.

Staying Safe

The intended outcomes for these standards are:

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

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

JUDGEMENT – we looked at outcomes for the following standard(s):

2,3,4,5,26,37,38,39,41 and 47

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

The welfare of boarders is given a high priority and there are good procedures in place to address matters relating to bullying, child protection and high-risk activities.

Health and safety issues are given a high priority in all areas and boarders have a clear understanding of fire safety matters.

Some omissions were found in relation to recruitment records and the procedure needs to be consistently applied across all departments.

EVIDENCE:

There is a policy against bullying published in the school calendar for boarders and in the parents handbook. Boarders who completed a questionnaire towards the inspection indicated that there was a very low level of bullying at Bloxham School. When asked 'Are you being bullied?', none of the respondents said 'Yes', 67 said 'No' and 5 reported 'Don't Know'.

Records provided examples of bullying behaviour that the school had been made aware of and these incidents appeared to have been dealt with very appropriately with an element of discipline and support for the bullying behaviour to cease.

All the boarders indicated that there was someone within the school who they could talk to about a problem and the introduction of peer listeners has been embraced by pupils and staff.

Bloxham School has liaised appropriately with the local authority for advice and training in child protection matters and is committed to inter agency working. The child protection policy is very comprehensive and structured well into 3 parts; prevention, protection and support. Staff confirmed to the inspectors their awareness of how to respond to any concerns they may have and reported that the training in September 2006 was very useful and thought provoking. The designated child protection officer maintains staff training records to confirm that all new appointments receive a briefing/training on child protection issues.

School rules and regulations are printed in the pupil diary and in house handbooks. One expectation listed is, 'Consideration must be shown for others' and the inspectors observed this whilst spending time with the boarders and walking around the school. Some boarding houses post a list of sanctions for certain misdemeanours and this was considered as fair by the boarders. Generally the boarders' behaviour was good with few incidents that required a school sanction. Housemasters/mistresses maintain records of any sanctions and the deputy head collates and monitors this information. Regular meetings of housemasters/mistresses with the deputy head ensure consistency across the different houses.

Details on how to complain formally are printed in the pupil's diary with contact details of CSCI and the email address of the school counsellor. During

discussions with boarders and through completion of the questionnaire it was evident that they can identify many adults whom they feel able to approach if they have any worries or concerns. With such positive relationships amongst boarders and staff the inspectors concluded that most issues raised are resolved informally without the need to access the complaints procedure.

The complaints procedure for parents is clearly printed in the handbook and on the school's website. It is recommended that one helpline is removed from the school publications as it is no longer in existence.

Fire safety is managed and monitored by the bursar and the boarders reported a good understanding of fire safety and prevention to the inspectors. All boarders spoken to were aware of the evacuation procedure and confirmed that they had experienced this. One boarding house in the old part of the building has many floors and landings and one fire drill had identified that some pupils are able to sleep through the alarm. To address this some older boarders had been designated as corridor marshals and were responsible for ensuring everyone in their area was awake and evacuating the building appropriately.

The boarders were able to tell the inspectors of safety rules that had to be followed such as; adaptors were not permissible, only extension leads and posters were to be on the designated pin boards without any scarves or material draping the room. Boarders also reported that their electrical items were regularly PAT tested by the school staff.

The inspectors observed a toaster under a wall unit and recommend that it is repositioned and one fire blanket needed to be examined to make sure it was suitable for use.

The inspectors observed boarding staff respond to the boarders in a sensitive manner whilst respecting their privacy; no reports were received from boarders suggesting that their privacy had been invaded.

A sample of 8 staff recruitment records were inspected and a discrepancy in practice was identified between the employment of academic staff and non-academic staff. The recruitment of academic staff is through the school administration and the school's procedure is followed thoroughly. Non-academic staff are employed through the bursary by different heads of departments and the school's recruitment procedure is not routinely followed. It is recommended that a consistent approach is adopted for safer recruitment. A training session for all those involved in appointing staff would be very beneficial to ensure the correct procedure is implemented.

Adults living in boarding accommodation but not employed by the school have undergone clearance through the Criminal Records Bureau and have a written agreement with guidance on their contact with boarders.

Given the large site spread over an open area including a public footpath running through the school, the inspectors concluded that the school manages security issues very well. Lighting, signage, CCTV and locked doors are adequately in place. Any maintenance matters are dealt with promptly and priority given to any area causing concern for the safety of the boarders. The bursar reported that a security review is held regularly and plans are being considered to redesign part of the car park to improve pedestrian safety. Bloxham School obtains advice from a consultant with regards to health and safety matters.

There is an effective system of risk assessments with written records to identify and reduce risks to boarders from possible hazards in the school buildings, activities or grounds. Additional risk assessments are undertaken when the boarders go off site. The school doctor or one of the nurses is always available during rugby matches.

The inspectors observed the buildings and grounds to be very well maintained without visible hazards. The only recommendation in this area is to risk assess all windows above ground floor and consider restricting how far they can be opened.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14,18 and 46

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

There are many options for boarders to secure personal support, through school staff, peer listeners, an external counsellor or through the school hospital.

Bloxham School has a very good range of safe recreational areas for sport and leisure. Sport is taken seriously and enjoyed by the pupils; activities in music, drama and the arts are also available.

EVIDENCE:

The results of the boarders' questionnaire showed that there is a large range of adults within the school that boarders feel they could talk to if something was worrying them or making them unhappy. This was confirmed during discussions with boarders and is seen as a strength of Bloxham School. The Chaplain, housemasters, housemistresses, tutors and school nurse were particularly highlighted along with parents and friends.

The school has an independent counsellor available to the boarders and the peer listening scheme. Peer listeners are selected from the lower and upper

sixth form and are initially provided with specific training to enable them to lend a sympathetic ear to fellow pupils.

They are available for informal consultation at any time in individual houses but operate a listening service twice a week in a room dedicated for that purpose.

Peer listeners wear a badge to enable them to be recognised and notice boards display photographs of the listeners with details of times when they are available. One pupil commented, "The peer listeners are really helpful, you can choose who you want to speak to and they are near your own age."

Many boarders spoke of the value of having the same tutor throughout their time at the school and the inspectors heard how beneficial it was to both boarder and tutor to be together in the boarding houses outside of the classroom environment.

Documents demonstrate a commitment to equal opportunities and the policy on behaviour towards other people makes reference to discrimination and how such behaviour is unacceptable. Collective worship centres on the Christian faith and calendar, but pupils from all denominations and religious backgrounds are welcomed. Cultural differences are celebrated through the curriculum, catering and acknowledgement of various festivals.

The school has a disability policy and accessibility plan where adaptations are considered to accommodate pupils and parents with impaired mobility. New buildings and adaptations have included automatic doors, installation of a lift, access ramps and designated parking spaces.

The school has an excellent range of safe recreational areas and extensive grounds where boundaries are clearly defined and known to the boarders. Games fields, sports hall, tennis courts, squash courts and indoor swimming pool are some of the sports facilities available. These excellent facilities extend to Park Close where years 1 & 2 have the added benefit of extensive grounds surrounding the house enabling the pupils to pursue activities such as tennis and cricket within their small group.

An Internet café is a great asset available to boarders in the evenings and at weekends. The computers have a facility that enables boarders to contact families overseas at a very reasonable cost.

Indoor areas of school buildings can be accessed for activities and each boarding house has at least one common room with comfortable seating where boarders can relax with music and television available.

Making a Positive Contribution

The intended outcomes for these standards are:

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

The Commission considers Standards 12 and 19 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12,19 and 36

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Systems for listening to and obtaining the views of boarders are integrated into the running of the school and when any developments at the school or changes in boarding practice are being considered. Staff provide guidance and support that promotes some excellent relationships with boarders.

EVIDENCE:

The boarders have a number of opportunities to contribute to boarding life within the school. During discussions with the various year groups, most pupils identified the food committee, house councils and comment boxes for having a say about how they live at school.

The headmaster attends the house councils, which are currently in their early development days, and it is hoped these councils will become an active part of school life.

The inspectors observed a culture of openness where discussion is encouraged in each house and felt that pupils had every opportunity to express how they feel about boarding life.

Boarders are encouraged and enabled to contact their families and friends in private through use of telephone, email and letter writing. Mobile telephones are permitted for use outside of lesson time. It was reported that there is regular liaison between staff and parents and records evidenced that staff contacted parents with any significant concerns. The Independent Schools Inspectorate team surveyed the parents and 51% of respondents strongly agreed with the following statement; 'School makes good provision for boarders' and the remaining 49% agreed giving a 100% rate of satisfaction.

Inclusion and a sense of belonging could be sensed amongst staff and pupils and, through discussion and questionnaire responses, it was evident that there are excellent relationships between staff and boarders. Staff and pupils conveyed their pride in belonging to Bloxham School and its community. In the school's statement of boarding aims, the first aim is listed as follows:

'To provide a warm and friendly environment where the pupils feel secure and happy'.

The inspectors concluded that this aim is well met and the sound relationships between staff and boarders is a strength of the school. The boarders and staff appeared happy and the inspectors were impressed with the confident, courteous manner in which the boarders conducted themselves in discussion groups, mealtimes and around the school in general.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

40

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Boarding accommodation is clean and comfortable, boarders are happy with the facilities. The Lower School boarding accommodation is comfortable, homely and well maintained.

EVIDENCE:

Boarding accommodation consists of 7 houses; 4 for boys, 2 for girls and a separate house for boys and girls in the Lower School.

The lower school boarding house is a delightful manor house situated in the heart of the village and within walking distance of the main school. It is well decorated to a high standard and tastefully furnished and is surrounded by extensive gardens and grounds. It had a distinct homely atmosphere with excellent all round facilities and pupils who showed the inspector around were clearly happy with their surroundings.

The other boarding houses are a mixture of purpose built accommodation and areas within the old main building of the school. Every boarding house has its own identity and style with good quality furnishings. The houses are pleasantly decorated, suitably lit, maintained, heated and ventilated.

Boarders reported that they liked their accommodation and the facilities and proudly showed the inspectors around. By having years 9-13 in the same house this provides good integration with boarders and fosters a community spirit. The headmaster plans to reduce the number of boarders sharing rooms to provide more space and privacy.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1,8,23,31,34 and 52

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

Bloxham School is very well managed with good leadership supported by a senior management team. Staff have clear delegated roles and work towards an integrated approach for the benefit of the boarders. There are good records and documents throughout.

EVIDENCE:

There is a suitable prospectus and other literature enabling all parties to gain a full insight into the ethos and management of the school. These documents

are supported by an interactive DVD that partners the prospectus and the school has a website. The inspectors concluded that the information available is up to date and accurately reflects the current boarding practice. Parents have been given a copy of the new handbook, which is a very helpful document and can be accessed through the website.

The headmaster provides sound leadership in the overall running of the school. Responsibility for the co-ordination of boarding has been delegated to the deputy head who provides leadership and direction for the staff involved with the boarding provision.

The inspectors were pleased to hear that the headmaster and deputy visit the boarding houses to personally establish boarders' views and the deputy undertakes a duty in each house every term.

The monitoring of delegated responsibilities and records is good and many records are held electronically allowing for summaries to be produced and analysis to occur.

Regular meetings occur between housemasters/mistresses, matrons and tutors to consider the needs of the boarders. Boarding staff were considered to be sufficient in number and boarders were clear as to who was on duty and how to contact an adult during the night if required. The inspectors concluded that the boarders are given a high level of trust with minimal supervision of their free time and they respond well to this with appropriate behaviour.

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practices. Job descriptions are in place and were considered to accurately reflect the duties undertaken. Staff with boarding duties receive a three yearly review of their boarding practice as part of the appraisal scheme and have opportunities to attend training events externally. Staff reported that they feel supported in doing their jobs.

Bloxham School provides many opportunities for trips within the UK and abroad. The inspectors heard about a sports trip to South Africa and it was clearly a positive experience for all who took part. A travel agent who specialises in school trips took the responsibility for the arrangements and the school produced a comprehensive risk assessment. Pupils and parents were involved in extensive planning for the trip and this included a briefing on staying safe.

Pupils reported that they had mobile phones and a list of staff contact details throughout the trip, supervision was appropriate for the age group.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion
 "N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	4
16	X
17	X
24	4
25	X
48	X
49	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	4
3	3
4	4
5	3
13	X
22	X
26	3
28	X
29	X
37	3
38	2
39	3
41	3
47	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	4
18	3
27	X
43	X
46	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
19	3
21	X
30	X
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	3
42	X
44	X
45	X
50	X
51	X

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
8	4
9	X
10	X
23	3
31	3
32	X
33	X
34	3
35	x
52	3

Are there any outstanding recommendations from the last inspection? Yes
Standard 38

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	BS24	The headmaster plans to arrange for a snack to be available to boarders after prep and the inspectors recommend that this happens as soon as possible.	
2.	BS5	It is recommended that one helpline is removed from the school publications as it is no longer in existence.	
3.	BS26	It is recommended that the kitchen areas in boarding houses are regularly checked to ensure that there are no fire hazards such as toasters positioned under cupboards.	
4.	BS38	Recruitment procedures must be consistently applied across all departments.	
5.	BS47	All windows above ground floor level should be risk assessed and restrictors should be considered.	

Commission for Social Care Inspection

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