



INDEPENDENT SCHOOLS INSPECTORATE

ST ANDREW'S SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

.

INDEPENDENT SCHOOLS INSPECTORATE

St Andrew's School

Full Name of School	St Andrew's School
DfE Number	869/6001
Registered Charity Number	309090
Address	St Andrew's School Buckhold Pangbourne Berkshire RG8 8QA
Telephone Number	01189 744276
Fax Number	01189 745049
Email Address	admin@standrewspangbourne.co.uk
Head	Dr David Livingstone
Chair of Governors	Mrs Felicity Rutland
Age Range	3 to 13
Total Number of Pupils	271
Gender of Pupils	Mixed (147 boys; 124 girls)
Numbers by Age	3-5 (EYFS): 32 5-11: 183 11-13 (EYFS): 56
Number of Day Pupils	Total: 261
Number of Boarders	Total: 10 Full: 0 Weekly: 10
Inspection dates	25 November 2014 to 27 November 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 March 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 the chair of 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 Sue Bennett Reporting Inspector

Mr Steve Webb Team Inspector for Boarding (Former Head of Boarding, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Andrew's School is a co-educational day and boarding school for pupils from the ages of three to thirteen years. It is located within 54 acres of woodland and parkland on the outskirts of Pangbourne in the Thames valley. Founded as a boys' boarding school in 1934, it became a charitable trust in 1961, administered by a board of governors, who have wide-ranging expertise. The school is primarily a day school, but with a flexible boarding as an option from Monday to Thursday for both boys and girls from age seven.
- 1.2 The school has a Christian foundation and ethos. It aims to provide an inclusive, friendly boarding environment within which pupils can flourish, feel safe and stay healthy. The school aspires to promote an open and trusting ethos, which protects the pupils' right to privacy, dignity, independence and individuality, and treats them fairly. It seeks to encourage courteous behaviour and honesty, enabling pupils to build positive relationships with each other and with staff through supportive pastoral guidance. Since the previous inspection, significant changes have been made to the boarding provision. The boys' accommodation, including bathroom areas, has been completely refurbished. Additionally, there is a new common room for both boys and girls.
- 1.3 The school has 271 pupils on roll, 147 boys and 124 girls, with 32 in the Early Years Foundation Stage (EYFS). Fifteen pupils are identified with special educational needs and/or disabilities (SEND). There are no pupils with English as an additional language (EAL) or with statements of special educational needs. Currently 10 pupils board on a flexible basis during the week. Most boarders come from business or professional backgrounds. A number of cultural and religious groups are represented within the school community.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

- 2.1 The school does not meet all the National Minimum Standards for Boarding Schools 2013, and therefore it must:
- ensure that all the necessary recruitment checks are carried out on all staff before they are appointed, and that a separate check against the barred list is undertaken if a Disclosure and Barring Service (DBS) certificate is not received before employment begins, or one is accepted from previous employment [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];
 - ensure that the records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate [National Minimum Standard 13.3 under Management and development of boarding]

(ii) Recommendations for further improvement

- 2.2 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Formalise meetings between boarding staff to enable a clearer system for monitoring and review.
 2. Strengthen the procedures for arranging supervision when staff begin work before DBS checks are seen.
 3. Provide more opportunities for the professional development of residential staff with regard to understanding boarding provision.

(iii) Progress since the previous inspection

- 2.3 The previous boarding welfare inspection was undertaken by Ofsted in March 2011, and the ISI standards inspection in February and March 2011. The school has made suitable progress in recording information on the single central register of appointments and in applying for Disclosure and Baring Service checks (DBS). However, discrepancies pertaining to obtaining required medical fitness checks and references before staff start work have not been thoroughly rectified. The recommendation from the Ofsted inspection relating to review of boys' bathing facilities has been successfully addressed.

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 The school has an appropriate induction process for new boarders. The house handbook sets out important elements of boarding life. Each boarder has a choice of staff that they can turn to for personal guidance, for both their academic and pastoral needs. Required details of suitable external help lines, including national organisations, are clearly displayed on house noticeboards. The independent listener visits regularly and is well known to the boarders. [NMS 2]
- 3.3 The school implements appropriate policies to care for boarders who are unwell. Staff are appropriately qualified and trained in first aid, and are able to care for boarders with chronic conditions, and deal with medical emergencies and the use of household remedies. Medical accommodation is suitable for boarders who are sick or injured. Boarders have access to external medical, dental and optometric services if required. Prescribed medication is given to the correct boarder and suitable records are kept of all medication administration. Boarders with specific medical conditions, who are deemed sufficiently competent, are allowed to self-medicate. Appropriate measures are in place to ensure confidentiality. [NMS 3]
- 3.4 Boarders confirm that they can easily contact family members and friends in private if they wish. The school applies suitable controls regarding internet use. [NMS 4]
- 3.5 The boarding accommodation is clean and well maintained. All areas are appropriately furnished, heated and ventilated and bedding supplied by the school is suitable, clean and warm. Appropriate arrangements are in place for pupils with reduced mobility when necessary. Boarders can personalise their sleeping areas with personal items and posters if they wish. Newly refurbished bathroom facilities for the boys and girls are suitable in style and number, and provide appropriate privacy. Sleeping areas for both boys and girls are spacious and suitably separated. Boarders have suitable space for private study, including the library, learning support room and specified areas in dormitories. Areas are suitably organised for boarders to socialise in the evenings. The boarding house is reserved for boarders only and safety arrangements do not intrude unreasonably on their privacy. [NMS 5]
- 3.6 Boarders eat together in the communal dining area, which is adjacent to the boarding accommodation; food is nutritious and sufficient in quality and quantity; it provides choice and variety to suit all dietary needs. Food preparation and serving areas are hygienic. Snacks and drinks are available at key points of the boarders' day, including after school and just before bedtime. [NMS 8]
- 3.7 Appropriate provision is made for boarders' laundry needs and systems ensure that possessions are returned to the correct boarder. House staff provide boarders with additional personal items and stationary as required. Suitable storage is available for boarders' clothes and they have secure places to keep their possessions, which can be locked away for safe keeping if required. [NMS 9]
- 3.8 Boarders can participate in an appropriate range and choice of activities in the evenings. A sufficient allocation of free time is available each day. Boarders have easy access to safe places where they can be alone and quiet if they wish. A choice of recreational spaces are available indoors and outside. Boarders are informed

about world events through access to daily newspapers, television and internet use.
[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 school has a suitable written policy for health and safety which is effectively implemented. Risk assessments are undertaken on all aspects of the school premises, accommodation and facilities. All areas are appropriately maintained as far as is reasonably practicable to protect the boarders' health, safety and welfare.
[NMS 6]
- 3.11 Suitable measures are taken to reduce the risk of fire. External specialists regularly check equipment. Evacuation procedures are clear; fire drills are conducted regularly, both during the daytime and when only boarders are present and appropriate records are maintained. [NMS 7]
- 3.12 The school's arrangements to safeguard the boarders' follow current guidance in most respects but there are discrepancies in recruitment checks on new staff. All staff, including those with specific responsibilities have appropriate levels of training. Induction procedures ensure that new staff are fully aware of their child protection responsibilities. The school maintains effective links with local agencies. The governing body annually reviews safeguarding procedures and this review is recorded in board meeting minutes. [NMS 11]
- 3.13 A very small minority of parents in their pre-inspection questionnaires expressed concern about the school's handling of bullying incidents. The inspection found that staff implement the school's anti-bullying procedures in a consistently correct manner. Boarders have a clear understanding of school rules and report that bullying is extremely rare; they are confident that staff address any occurrences promptly and efficiently. Serious sanctions, although rare, are given fairly, in line with the school's procedures, and clearly recorded. Appropriate procedures exist for the use of restraint and to search pupils or their possessions but these rarely need to be implemented. [NMS 12]
- 3.14 The school's procedures to check the suitability of staff, governors and volunteers which are recorded on the single central register of appointments, are not comprehensive. Most checks are appropriately undertaken in a timely manner, but some are carried out late, such as for references and medical fitness. Separate checks against the barred list are not made consistently when staff begin work at the school before a DBS check has been received, or when DBS certificates from employment in other schools are accepted. Written agreements and checks on persons over the age of 16 are correctly undertaken. Whilst risk assessment and supervision arrangements are in place for staff with delayed DBS checks, documentation lacks a consistent breadth on what these safeguards are and in ensuring those under supervision are fully aware of the expectations. Visitors to the boarding accommodation are appropriately supervised. The school does not appoint guardians for boarders. [NMS 14]

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

- 3.15 The school meets does not meet one of the NMS under this section.
- 3.16 A statement of boarding aims is published on the school website and in house handbooks for parents, staff and boarders. The boarding provision clearly reflects this in practice. [NMS 1]
- 3.17 The management of the boarding has been restructured recently. In response to pre-inspection questionnaires both parents and boarders were overwhelmingly positive about all aspects of boarding. The leadership has a clear vision for the future of boarding, as demonstrated in the recent re-organisation and refurbishment of boarding. Leaders and managers appropriately maintain and monitor almost all the required records with the exception of the recruitment records. Senior boarding staff meet regularly to discuss the boarders' welfare needs and indentify priorities for future improvement. However, these discussions are not always formally recorded to fully enable the consistent transfer of information between staff and support systems of review. At all levels, boarding staff are suitably experienced. Links between the academic and residential staff are effective. Delegated staff undertake evening duties in the boarding houses and support boarders during homework sessions. [NMS13]
- 3.18 All boarding staff have job descriptions which clearly reflect their respective roles and responsibilities, including those for boarding staff spouses and partners. The newly established team of residential staff have received clear induction information on boarding practice and have adequate levels of experience. Senior leaders regularly appraise staff and review the effectiveness of their practice. However, opportunities for them to further their professional knowledge of boarding provision are limited. Boarders are always supervised by experienced and qualified staff, both during the day and at night. Registration systems ensure that the boarders' whereabouts are known at all times. Staff understand procedures to follow in the event of missing boarder. Suitable separate accommodation is provided for residential staff; boarders' access to staff accommodation is appropriate. [NMS 15]
- 3.19 Boarders are fully integrated into the whole school provision. During discussions, they comment that they feel equally treated and do not experience any kind of discrimination. Pastoral care systems, which include regular meetings amongst staff, reflect appropriate support for boarders' individual needs. [NMS 16]
- 3.20 Boarders have opportunities to express their views about the boarding provision, such as through the school council, suggestion boxes and the catering committee. They feel that they can raise concerns and voice their complaints without fear of being penalised. Boarders report that senior leaders and managers take their opinions and suggestions into account. [NMS 17]
- 3.21 The school has a suitable complaints policy and records demonstrate that any concerns are promptly addressed, according to the school's published procedures. [NMS 18]
- 3.22 The school does not appoint prefects within the boarding houses, although older boarders are expected to act as role models for younger boarders. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for its pupils. [NMS 20]