



INDEPENDENT SCHOOLS INSPECTORATE

ST ANSELM'S SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

St Anselm's School

Full Name of School	St Anselm's School		
DfE Number	830/6004		
Registered Charity Number	527179		
Address	St Anselm's School Stanedge Road Bakewell Derbyshire DE45 1DP England		
Telephone Number	01629 812734		
Fax Number	01629 814742		
Email Address	headmaster@anselms.co.uk		
Head	Mr Peter Phillips		
Chair of Governors	Mr Robert Howard		
Age Range	3 to 14		
Total Number of Pupils	213		
Gender of Pupils	Mixed (121 boys; 92 girls)		
Numbers by Age	3-5 (EYFS):	29	5-11: 117
	11-14:	67	
Number of Day Pupils	Total:	155	
Number of Boarders	Total:	58	
	Full:	34	Occasional: 24
Inspection Dates	10 Nov 2015 to 12 Nov 2015		

PREFACE

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) Regulations 2014, as amended. 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.

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 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 a governor, 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 Linda Donowho

Reporting Inspector

Mr Martin Ford

Team Inspector for Boarding (Senior Teacher, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Anselm's was founded in 1888 as a boys' boarding preparatory school. It became fully co-educational following the opening of the pre-preparatory department in 1976. The Nursery was added in 1992. The school is a charitable trust administered by a board of governors. The school is set in extensive grounds on the edge of Bakewell, within the Peak District National Park. Its facilities include a sports hall, playing fields, a swimming pool, a theatre and a music recording studio. The school has recently extended its age range to include Year Nine. These older pupils are accommodated in a new facility, which is separate from the rest of the school and known as St Anselm's College.
- 1.2 Boarders are accommodated on the upper floors of the main school building. Opportunities exist for Years 3 to 8 to board, either full time or for occasional nights. At the time of the inspection the school had 213 pupils on roll, 121 boys and 92 girls, from the ages of 3 to 14. This number includes 29 children in the Early Years Foundation Stage (EYFS); they attend part-time in the Nursery, and are full-time in Reception. There are 34 full boarders, most of whom are in Years 7 and 8, and a further 24 pupils board on an occasional basis. The majority of pupils come from the local area and are of white British ethnicity; a small number come from overseas and represent a range of cultures.
- 1.3 The school aims to provide a happy, all-round education that is reflected in excellent academic standards. It seeks to identify and to nurture each individual's talents and to encourage pupils to become good citizens, so enriching their lives and equipping them well for senior school and for their future life.
- 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 2015, and therefore it must take the following action.
- ensure the arrangements to safeguard and promote the welfare of boarders meet current guidance by carrying out the necessary recruitment checks on all staff before they are appointed, including barred list checks [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 records specified in Appendix 2 are maintained by the school and action taken as appropriate, notably maintaining an accurate register of staff appointments [National Minimum Standard 13.8, 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. Further develop the opportunities for boarding staff training and professional development.

(iii) Progress since the previous inspection

- 2.3 The previous boarding welfare inspection was undertaken by ISI November 2012. The school met all the NMS and there were no recommendations with regard to boarding.

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 a thorough and supportive induction process to ensure that new boarders quickly settle into the school's way of life. This includes the provision of a handbook and an allocated 'buddy' or guide. Boarders have a wide choice of adults to turn to with a concern and they all report that they feel confident that staff would listen to them and respond effectively. They were unanimous in their opinion they feel safe and are looked after well. Boarders are aware of the school's independent listener, who has a high profile within the school, and appropriate help lines are posted next to the boarders' telephones. [NMS 2]
- 3.3 The surgery, centrally located in the boarding accommodation, is well-equipped and provides qualified nursing care during the school day. Trained boarding staff provide suitable care during the evenings. The necessary policies and arrangements are established for the care of boarders who are unwell, including provision for first aid, medical emergencies and chronic medical conditions and disabilities. These policies and procedures are regularly updated and ensure that that all physical, mental and emotional needs are met. Medicines are securely stored, administered correctly and records are maintained efficiently. There are separate sick rooms for boys and girls. Provision is made for boarders to access to local medical services. With the exception of inhalers, boarders do not self-medicate. Their rights of confidentiality and freedom of choice are respected. [NMS 3]
- 3.4 Boarders have regular contact with their families, using the landline telephone or the house mobile telephones. They also have access to video messaging, electronic mail and write a letter home each week. The school employs suitable systems to promote and monitor the responsible and safe use of the internet. [NMS 4]
- 3.5 There has been significant refurbishment in the boarding accommodation in recent years. This has resulted in well-maintained and suitably furnished accommodation. Boarders are encouraged to personalise their bed area with posters and photographs. All dormitories are appropriately lit, ventilated and heated. Bedding is clean and warm. Showers and toilets are clean and afford adequate privacy. Boarders feel common rooms are welcoming and comfortable. Appropriate areas are provided for organised and private study. The accommodation is protected from unauthorised access and boarders say that they feel safe. Surveillance equipment does not compromise the boarders' privacy. [NMS 5]
- 3.6 Arrangements for the preparation and serving of food are suitably hygienic. Boarders speak highly of both the quality and quantity of the food provided and also of the 'themed' meals, such as the recent French Day when they all tried snails. The church service followed by a Sunday roast, to which parents are invited, is also a popular and successful event. Meals include provision for all particular dietary needs and boarders are encouraged to eat healthily. Boarders feel that they have a plentiful supply of fruit, snacks and drinks at all times. [NMS 8]
- 3.7 The systems in place for laundry are highly efficient, and older boarders take on responsibilities to help with the organisation. Any personal possessions and valuables can be safely looked after by the school and the boarders can obtain

personal items and stationery from the school. There are suitable procedures to search boarders' personal belongings, if required. [NMS 9]

- 3.8 Boarders enjoy a wide variety of evening and weekend activities including sports, crafts and theatre visits. These are purposeful, balanced, staffed well and suitably risk-assessed. The boarders were unanimous in their enthusiasm for the activities on offer. Outside recreational spaces are clearly defined and there are also safe areas where the boarders can be alone if they wish. The provision of newspapers and various technologies allows boarders to have access to information about events in the outside world. [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 places importance on ensuring the health and safety of boarders and all measures are undertaken to ensure they are protected from harm. The premises are maintained to a standard that ensures their welfare, health and safety. Detailed risk assessments are carried out for all areas of the school site, as well as for the frequent trips outside the school for boarders. All boarding staff are vigilant and understand the safety procedures. [NMS 6]
- 3.11 The school complies with all the regulations in relation to fire safety. Boarders and staff know the procedures in the event of a fire, and fire drills are carried out regularly at different times of the day and night. Care is taken to ensure that those boarding on a flexible basis are familiar with the evacuation procedures. [NMS 7]
- 3.12 All staff are suitably trained in safeguarding and child protection. The child protection officer ensures that all staff new to the school have appropriate induction training, which is regularly updated in line with local procedures. The school has good relations with local children's services. Concerns about individual boarders are handled sensitively and detailed records are kept. The safeguarding policy is reviewed annually by the governors. However, the school has not always followed the latest regulatory guidance with regard to staff recruitment. [NMS 11]
- 3.13 Relationships in the house are positive. In discussions, boarders speak highly of the warm and friendly environment and the mutual trust and respect they have for each other. They expressed their appreciation for the support and guidance given by the boarding staff. A suitable anti-bullying policy is understood by staff and boarders and fully implemented. Boarders report that they rarely encounter bullying and if it does occur, it is dealt with quickly and thoroughly. Sanctions are rarely needed, and the few boarding rules are adhered to appropriately. The policy for the use of physical restraint is understood by the staff and the arrangements for searching boarders and their possessions are clearly defined. [NMS 12]
- 3.14 The school maintains a register of staff appointments, and most required checks are undertaken, including criminal record checks. However the school has not made the necessary checks against the barred list when accepting DBS certificates from other schools and organisations. Procedures have now been revised and the register amended. The school ensures appropriate checks and written agreements are undertaken on residents on the premises over the age of 16, who are not employed by the school. Close attention is paid to ensuring that unauthorised visitors do not have unsupervised contact with the boarders. [NMS 14]

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

- 3.15 The school does not meet one of the NMS under this section
- 3.16 A suitable statement of the school's boarding principles is available to parents and staff and made known to boarders, and these are applied in practice. They are accessible through the school's website and in the boarding handbook. [NMS 1]
- 3.17 The structure of the management and leadership of boarding is clear. All staff in the school are involved in boarding activities, creating a strong link between academic and residential staff. This ensures boarders are effectively supported. Self-evaluation against the national standards is regularly carried out, and reflected in the development plans. Governors visit regularly to meet staff and pupils. Leaders generally show good levels of skills, knowledge and experience relevant to their role. They maintain and monitor almost all of the records and documentation. In the past, the school has not always followed the regulatory guidance with regard to staff recruitment. [NMS 13]
- 3.18 All staff caring for boarders have clear job descriptions and understand what is required of them. There is an induction programme for all new staff which provides the necessary training, and gives opportunities to shadow experienced staff, ensuring that they are confident in their duties. The programme for staff appraisal and professional development in its early stages of implementation and there are currently limited opportunities for further training. Members of staff are on duty at all times, and boarders know who is on duty. Duty staff know the whereabouts of all boarders and the policy in the event of a boarder going missing is understood by all staff. Boarders may contact staff during the night if necessary; suitable staff accommodation is on both floors. This is not accessed by boarders. The role of spouses and other adults in staff households is clear. An appropriate ratio of staff to pupils ensures adequate supervision, and all staff are suitably qualified and experienced to undertake their work. All boarders and their parents who responded the questionnaires felt that boarders are looked after well. [NMS 15]
- 3.19 Pupils reported that staff treat them fairly and without discrimination. Guidance for all staff to promote equality of opportunity is clear, and many written policies make reference to the importance of this aspect. [NMS 16]
- 3.20 Boarders feel that their opinions are listened to; the boarders' committee meets regularly to discuss pertinent issues and their suggestions are acted upon. Representatives from pupils of different ages ensure that the views of all boarders are considered. Boarders also have informal opportunities to make suggestions or raise concerns, and are confident they are not penalised for doing so. [NMS 17]
- 3.21 A clear and suitable complaints policy is available for parents and pupils, which is followed in practice. All complaints are duly recorded. In questionnaires, parents were universally supportive of the way the school manages their concerns. [NMS18]
- 3.22 Senior boarders are expected to set a good example to younger boarders, which they do naturally and with a sense of responsibility. Older boarders can take on many roles, including that of Head of School House and house prefects. A favourite responsibility is making toast and cocoa as an evening snack for themselves and the remainder of the boarding community. [NMS19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]