



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

St Peters School

**Harefield
Lympstone
Exmouth
Devon
EX8 5AU**

Lead Inspector
Heather Chaplin

Announced Inspection
26th June 2006 10:00

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	St Peters School
Address	Harefield Lympstone Exmouth Devon EX8 5AU
Telephone number	01395 272148
Fax number	01395 222410
Email address	st.peters@eclipse.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	The Directors of SPL Education Ltd. trading as St Peter`s School
Name of Head	Mr Rob Williams
Name of Head of Care	Mr. Harry FitzHerbert
Age range of boarding pupils	7 to 13 years
Date of last welfare inspection	Full inspection November 2003, additional visit 24/11/2004.

Brief Description of the School:

St Peter's School Lymptstone provides high quality education for boys and girls between the ages of three and thirteen. The early years provision is outside the scope of this report and is inspected by Ofsted.

Although in a country area, the school is close to the small seaside town of Exmouth and the local community can use the sports facilities of the Royal Marines camp at Lymptstone nearby. Currently the facilities used there by the school are confined to hockey training on an all-weather pitch. The school is within easy access of good rail, road and air links, and is within thirty minutes of the large County town of Exeter. It is also within easy reach of two National Parks and many areas of outstanding natural beauty and scientific interest.

The majority of the 261 pupils are day pupils, but there is provision for weekly boarding and at the time of this inspection there were fifteen boy boarders and seven girls. All boarders are either weekly boarders, and spend a maximum of four nights each week at the school and are at home for the other three nights, or flexi-boarders, who stay for any number of the four nights available.

Boarding accommodation is on the first floor of the main school building. This is an elegant period country house situated in twenty eight acres of grounds. Many of the rooms used for sleeping accommodation have views overlooking open farm land and the Exe estuary. In their free time boarders have supervised access to the grounds and to many of the facilities of the school.

Boarders have their day-to-day welfare needs catered for by a matron and a Housemaster. At the time of this inspection, there was a newly appointed House Master and his wife who were soon to take on the role of House-parents. At least two staff are on duty each evening and some teaching staff also fulfil boarding house duties.

St. Peters is a multi-denominational Christian proprietorial school. There is no board of governors, but some thirteen years ago, the proprietor introduced a Board of Reference. The Board of Reference acts as an independent arbitrator between school and parents, and in an advisory capacity to the Headmaster and the senior management of the school. The Board meets once a term; the Headmaster, the Director of Finance and members of the Senior Management Team give their respective reports and any significant issues are raised and discussed.

SUMMARY

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

This inspection took three and a half days and a total of 68 hours on site to complete. There were two inspectors throughout, the CSCI Children's Services inspector, Heather Chaplin, and Alison Scott, a Boarding School Professional Inspector. The inspection schedule included late evening and early morning visits to the school to spend time with the boarders outside the school day. There was a visit to the school before the inspection to meet the Head Master and Head of Boarding, and to give out questionnaires to boarders. Sixteen questionnaires were returned. A letter was also sent to parents inviting any comments.

The standards in this school are very high. In this inspection, six standards were exceeded and four recommendations were made. All the other applicable standards were met. This is an exceptional achievement.

What we did during the inspection

During the course of the inspection, several delicious meals (breakfast, lunch and dinner) were taken with the children, and a number of activities were observed. There was a tour of the school with senior girls and a tour of the dormitories and related facilities with junior boys and girls. There was also a tour of the kitchens and laundry. The inspectors read the school Prospectus and handbooks for parents, children and staff. They also had access to the excellent and continually updated computer-held records to which staff refer for guidance.

There were meetings with the Head Master, the Finance Director, the Head of Boarding, the Deputy Head (Child Protection Officer), Housemaster designate, Matron, several members of the teaching staff and the maintenance, gardens and kitchen staffs. The inspectors also attended the first part of a staff meeting to observe the exchange of information about boarding.

The inspectors were very pleased to meet with groups of children and young people from each of the dormitories, representing a cross section of ages and both genders. All the boarders as well as the Head Master had filled in their questionnaires before the inspection and these were very helpful. The children and young people were friendly, relaxed, and confident in their views. They talked very openly about their life at the school, providing a great deal of useful information. The inspectors would like to thank them for their time, and also their teachers for releasing them from class.

Classes in progress were not observed because this is outside the remit of this inspection of boarding welfare. There was a debriefing meeting at the end of the inspection with the Head Master, Head of Boarding and Housemaster designate.

The inspectors would also like to thank the Head Master, his Secretary, the Head of Boarding and all the staff at the school for the warm welcome, superb hospitality and assistance throughout the inspection.

What the school does well:

A parent said, "the flexi-system has served us very well. St Peter's duty staff are helpful and committed. In our experience a great deal of work and play is experienced between 5 and 8 p.m. which is why I opted for boarding. It has also prepared him for increased independence in the future.....my sons....could not have had a better educational start than at St. Peter's."

Being Healthy

Standard 24 in this section was exceeded, and all but one of the other eight standards were met. The school excels in looking after the health and nutritional needs of children.

There is a holistic approach to health and diet, with an understanding of how diet impacts on learning and concentration. There is plenty of physical exercise, with many evening activities being exercise based. There are lots of fresh fruit and vegetables provided throughout the day for children, including fruit snacks in the evenings. Although the school lunches provide home made puddings as well as lighter meals, there is an option to have yoghurt or fruit.

The kitchen and dining room are clean and pleasant. Menus are varied and there is a very popular salad bar at lunchtime. The school also has barbecues in the summer and cookery is encouraged as an activity. It was good to see that parents are encouraged to provide only healthy snack foods for children during breaks.

Enjoying and Achieving

Standard 11 in this section was exceeded, and all the other four standards were met. The school excels in preparing children for their next school through the Leavers' Programme, and providing a high quality 6-part course on Team Building and Leadership for senior pupils. Children spoke very enthusiastically about this programme and also the Cross Keys Award, which celebrates the development of the children across the whole range of school life including study skills, health issues, community work and adventure training.

Making a Positive Contribution

Pupils said that they are very well supported through their day-to-day contact with staff, their Tutor, the Housemaster and Matron, and they have access to help from outside the school too. Any welfare issues are recorded and maintained on a confidential Tutor file. One parent said: "I cannot fault the

dedicated and excellent House Parenting by Harry and Jo FitzHerbert. They create a real Christian family atmosphere and a home-from-home environment." Of House Tutor and Housemaster designate, Chris Ball: " here is a professional who, like Harry, holds the welfare and happiness of the children in his heart." Of the Matron, Hayley Carr, the parent says "in my experience she is always calm and smiling and pleased to talk in person, or by phone, at any time. Frequently I have observed Hayley creating a sense of well being within her new and younger charges."

The relationships between staff and pupils are exceptionally good. They interact in a friendly but respectful manner and children are confident in talking to staff informally at mealtimes. Every aspect of the school regime is aimed at helping children to become happy, fulfilled and useful members of society and the strength of their relationships with staff is clearly an important part of this work.

Management

Two standards in this section (8 & 31) were exceeded. The remaining standards were all met, which is in itself an excellent achievement.

Children at the school said that staff are available to help them at any time of the day or night, and many pointed out in their questionnaires just how helpful they are. Both male and female staff are on hand to help and to offer activities for the children in the evenings between 6p.m. and 8 p.m. The Housemaster and Matron were dedicated and had excellent relationships with the boarders. Children seemed to be confident and happy. Some children felt that the supervision was a little too good on occasion, and they found it hard to be alone, but parents as well as the inspectors would much prefer that children were well supervised, safe and secure. Staff felt that they did give children space to themselves but would check if someone was on their own, that they were alright.

What has improved since the last inspection?

Being Healthy:

Standard 15: Medicines have to be looked after correctly and this is always a very difficult standard to meet fully, in any type of children's service, because the law is rightly very strict on how medicines should be handled and recommendations do change from time to time to promote the safest practice.

The Matron has some useful systems that have improved since the last inspection, to help her to look after the many non-prescription medicines and the small number of prescription medicines, and to make sure that they are given to children correctly. Parents now sign a consent form for their child to have medicines, non-prescription medicines (homely remedies) dental and

optical treatment, and first aid whilst in school. There is a card index system for recording medicines as well as the diary, which provides a double-check. This is a considerable improvement and Matron's hard work should be commended. The school now needs to improve medicines handling a little more and there are some further recommendations below.

Staying Safe

There is now a clearly designated Child Protection Coordinator to whom staff turn for advice when they have concerns about any child. All staff members are now trained in child protection procedures and that the school's policy is well written and frequently updated.

St. 26: Fire extinguisher checks are now conducted monthly and are recorded. The previous practice of wedging open fire doors has ceased; the only one still wedged is unavoidable, as it needs to be open to ensure the lone staff member working in the room is not isolated. It is not a main exit route from the boarding accommodation.

What they could do better:

Being Healthy

The Royal Pharmaceutical Society of Great Britain's *Guidelines for Control of Medicines in Care Homes and Children's Services* is available from their web site and is a very useful guide to help improve practice in schools as well as other services.

Details of all medicines should be written down when they are received into the school, with details of the expiry date and batch number, and then a record should be kept of every dose given to each child with the number of tablets or capsules remaining in the packet. When medicines have to be disposed of, a receipt should be obtained from the pharmacist. This will allow every medicine to be tracked into and out of the school and would enable easier management monitoring.

The school's doctor is to be asked to approve and sign a list of homely remedies for use by children whilst in school.

Medicines are safely stored at the moment, but could be better stored in a wall-mounted lockable metal cabinet. Medicines should be kept in separate named containers for each child.

Although not an issue at the moment, should any child who used controlled medicines be accepted to board at the school, plans would have to be made to help the school manage controlled medicines safely, so it might be useful to do this in advance of the need.

Staying Safe:

Fire safety: Although there was very good practice evident (testing the fire alarm out of hours so that pupils and staff did not become too accustomed to the sound of the alarm) checks of the fire alarm system should be conducted weekly, and some were slightly over this interval by a few days to a week. It is easier for senior managers to audit these if they are all recorded in one place, for example in the printed fire log. Fire drills are already recorded in here. In case of fire this single record book should be kept in an easily accessible place so that the senior staff member on duty can remove it promptly from the building, because it would be required for inspection by the Devon Fire and Rescue Service. There may not be time to locate other written records in separate places and certainly not to access computer records. The school has said that the record sheets they use for recording fire safety checks will be placed in a folder for easy access.

Inspectors were confident that staff recruitment practice was very sound but had difficulty finding enough evidence to say that the standard was met. Staff files do not contain evidence that identity has been checked and that any gaps in employment history have been followed up in interview. Criminal Records Bureau clearance certificates (CRB's) should be retained for six months or until the next inspection. Some had been retained for longer than six months, some had been destroyed to comply with the Data Protection Act. The school has, in common with a number of other services, received conflicting advice on this. Written references are followed up by a call to check veracity, but again there is no evidence of this. The Headmaster will take steps to remedy this immediately.

Achieving economic well being

The "worst thing" about the school, according to the boys, is the boys' showers. These are constrained for space in an old building and there is no obvious solution, or no doubt the problem would have been resolved by now, because the school has already spent a great deal of money trying to find ways to deal with the idiosyncratic plumbing in this most attractive building, which has been "listed" in order to protect it from inappropriate development.

The showers do seemed cramped and there is a need for another wash hand basin, because the National Minimum Standards say that the school should have five wash hand basins for 15 boy boarders.

The inspectors were concerned that there may be potential issues of hygiene due to splash from urinals adjacent to showers, and also with the practice of mopping the floor with old towels after showering, which brings the boys into contact with splash from urinals due to the close proximity. Boys said that the showers run very hot and then cold. Sometimes this means that they have to use the girls' provision, which does not suffer from the same problems, and although they do not use it at the same time as the girls, this breaches

another part of the same standard. Some of the girls said that they are not very happy with having to wait to use the toilet sometimes, because the boys need to use their showers. The inspectors did discuss this issue and were satisfied that the school has already done a great deal to try to address the problems. The work continues.

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.

DETAILS OF INSPECTOR FINDINGS

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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)

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

6, 7, 15, 16, 17, 24, 25, 48, 49

The welfare and health of boarders at the school is of paramount importance and is supported by adequate documentation. A healthy diet and lifestyle are encouraged in every aspect of school life, and the depth of understanding of the impact of diet and activity on learning is commendable.

EVIDENCE:

St. 6: The school has a progressive and holistic policy on healthy living and lifestyle, including risks to children from substance abuse. Sexual health and relationships are addressed responsibly through the curriculum. The school considers a healthy diet and lots of exercise to be of the utmost importance. Children's emotional needs are addressed and shortly before the inspection there was a successful and popular session for senior girls on self-image and confidence. Some of the seniors told the inspectors that this had been really helpful. This standard is met.

St. 7: Parents of boarders are asked to complete a standard form requesting relevant medical information. The record contains a list of vaccinations, a list of permitted homely remedies, and consent forms signed by the parent for medical treatment in an emergency, and first aid. The record also contains lists of any allergies and a brief account of any previous medical history. The Matron holds these records. This standard is met.

St. 15: Matron currently has a tried and tested system of storage and handling of medicines that has always worked well for her. A parent said that her “magic cream” was highly effective, and she keeps a wide selection of homely remedies including homeopathic preparations.

There is no suggestion that the methods used for storing medicines are in any way unsafe, and the comments below are recommendations for further improvement of the medicines system.

No children currently administer their own medication. Medicines are recorded in the daily diary, and also on a record card when administered, with date, time and dose, but the card system should be more detailed. What is needed is a complete audit trail for medicines received into the school, administered with tablets/doses remaining, and disposals. This would be a safeguard for the school in case of any query over the administration of a medicine (St. 15.12).

The school was advised that to further improve practice, a copy of the Royal Pharmaceutical Society of Great Britain’s Guidelines for Control of Medicines in Care Homes and Children’s Services should be obtained (available on the RPSGB web site). This document contains a number of helpful recommendations that are applicable to boarding schools.

Medication is stored in a locked cupboard, but the cabinet is wooden and insufficiently robust. A lockable metal medicines cabinet is recommended. Although no controlled medicines are in use by the school at the present time, it is possible to obtain medicines cabinets that have a locked compartment inside for controlled drugs (St. 15.10). Just in case controlled drugs (such as Ritalin, Concerta) should be required by any child who boards at the school in the future, a controlled drugs book (pre-printed, bound and page numbered) should be obtained to record administration of these medicines.

It would be good practice to separate medicines for each child into plastic boxes with the child’s name recorded. Some medicines, especially inhalers, are already stored in a separate envelope for each child, so the system would require only minor adjustments to be significantly improved.

All boarders retain their own General Practitioners and the school has an arrangement with a local general practitioner, whose advice will be sought on recommended homely remedies (St. 15.9).

Matron is qualified in First Aid. Training in safe handling and administration of medicines (often available through the a local pharmacist) would also be helpful for any staff who have to administer medicines, particularly as recommended practice does change.

Several linked recommendations have been made under this standard.

St. 16: Children do not live at the school full time and so their dental and health care is shared with parents. Staff confirmed that they would seek urgent medical advice via Exmouth A & E Department should the need arise. Boarders all confirmed that they would be well cared for if unwell. They would go to Matron and if they were sick or significantly unwell, Matron would contact their parent who would be asked to collect the child from school. If there were likely to be a significant delay before this can happen and the illness was thought to be infectious or contagious, the child would be looked after in the Head Master's house until they could be collected, to reduce the risk of infection spreading within the school. Matron can be contacted at any time of the day or night as she sleeps opposite the sick bay in her own accommodation. When she is not on duty there are two agency matrons, although they are not authorised to give medication. School has just appointed a deputy Matron. If required, a CRB-checked RGN is supplied by the agency. This standard is met.

St. 17: Any relevant information necessary for the welfare of children is held on the Tutor files. These contain any Statements of Special Educational Needs, junior school transfer information, and a record of any personal matters that might affect the child's well being in school. There is considerable evidence of consultation with parents. The school uses communication slips to ensure that all relevant persons receive information but also controls which staff see information on a need-to-know basis. The inspectors saw excellent evidence of good planning and management for a child with a potentially serious medical condition. There is a discussion of any issues relating to pupils in every staff meeting, and a whiteboard in the staff room to enable staff to alert each other to any matters relating to pupils during the teaching day. The school has strategies for working with pupils who are feeling homesick but this often is confined to tours overseas, because when in school, pupils board weekly and return home at weekends. This standard is met.

St. 24: The standard of meals provided for the children was very high. All children enjoyed the breakfast and without exception praised the choice of food available at this time. Lunch was sampled several times and was in each instance, and enjoyable and well-balanced meal.

For lunch there is always a choice and a salad bar in addition. This is very popular. There is always a vegetarian choice and one child who is a vegetarian confirmed that she received suitable food. At teatime, there is less choice but children said that if they had expressed a wish to eat something different, that this was listened to. Some children said that they would like to see the salad bar in operation in the evening too. The Head of Boarding said that evening meals often included salad as part of the meal and this was certainly the case during the inspection.

The current Head Master has placed considerable emphasis on a healthy diet with plenty of fresh fruit and this was most evident, with a fruit bowl in the dining area at all times. The children confirmed that the food was very healthy,

and some of the issues raised by children via the suggestion box and at boarding monitors' meetings, were about less healthy choices sometimes, and it is understandable and commendable, given that the children are at home for at least three nights out of seven, that the school has resisted compromising on the quality of the food provided.

The spacious and very clean kitchen was seen and the staff interviewed. There was Environmental Health report dated 30.01.06. Two matters were raised, one of which (head coverings should be worn) is in the process of being addressed. This standard was considered to be exceeded because of the quality and variety of the foods offered and the high standard of catering generally.

St. 25: Children have free access to water for drinking. They are encouraged to have fruit as a snack meal in the evening, although seniors (who go to bed a little later and have more time) have the opportunity to make themselves toast. Some junior boarders would like to have toast in the evenings too, particularly as apparently chocolate spread is also on offer, and the inspectors were told that the only limitation on this was the time factor and they were allowed to have toast if they wanted it. This standard is met.

St. 48: There is a separate one-bedded sick bay between the girls and boys boarding accommodation, with suitable facilities for a child who is unwell. They may also be nursed in their own bed if appropriate. This standard is met.

St. 49: The laundry facilities were seen, and were suitable. There are two washers and a dryer. Matron does any emergency laundry and launders the sports kits. Beds are changed every three weeks (but are only occupied for half the week maximum) and large-scale laundry goes out to a commercial company. Children take home their personal laundry. This standard is met.

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)

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

2, 3, 4, 5, 13, 22, 26, 28, 29, 37, 38, 39, 41, 47

Children at this school are kept safe from harm by experienced staff implementing excellent policies and procedures, and the risk assessments are very sound. Some more work needs to be done on recording fire safety checks and on staff recruitment documentation but overall the standards were well met.

EVIDENCE:

St 2: The school has a policy on prevention of bullying. Staff and parents are alerted to the risks in their respective handbooks. Children said that they were often spoken to about bullying and that staff were very aware of the potential,

as in any establishment. They cited some instances of seniors being assertive with juniors, usually around TV and activity choices, but were all clear that if there was any specific problem which amounted to actual bullying as opposed to age-related bossiness, that they would report it straight away to Mr. FitzHerbert. It was pleasing to hear children speaking so openly on this difficult subject. This is no doubt a reflection of the school policy that St Peters is a "telling school". Issues are addressed in advance of any incident through school assemblies and with Tutors. If there is an actual incident of bullying, counselling is offered to the child being bullied and the bully would also be assisted with their behaviour; various strategies are used to help. This standard is met.

St. 3: The school has a comprehensive child protection policy and a designated Child Protection Coordinator, who has received the necessary training to assist staff and children with the difficult issues (including bullying) that can arise in any setting where children live and learn. Some small suggestions were made to clarify some aspects of the procedure but it was basically very good. The policy was amended slightly during the inspection. The staff have access to policies and procedures via networked computers and this information is constantly updated, with an annual major review by the senior management team. There is no separate whistle-blowing policy but the philosophy behind such a policy is made clear in the child protection guidelines. There have been no child protection issues relating to the school. All staff spoken to said that they had received training in child protection, which is disseminated through the Coordinator. This standard is met.

St. 4: The school has a fair and transparent policy on discipline. Generally the children accepted sanctions as being reasonable. Sanctions are usually around earlier bed times, loss of tuck, additional tasks, removal of status in the case of serious incidents. Discipline in the school is excellent with pupils following "the three C's": courtesy, consideration and common sense. Parents are contacted after any incident and their support is sought in reinforcing the measure taken. There was evidence of a child who was involved in a significant incident being asked to reflect in writing on how their actions had adversely affected others. This encourages taking responsibility for actions and is commendable.

Children very rarely have to be physically prevented from inappropriate behaviour in this school, but there is a policy on physical intervention. This standard is met.

St. 5: Pupils can convey their views via a suggestions box, the contents of which were seen. Some of their suggestions have been implemented. There is a sound complaints policy, contained in all the handbooks (pupils, staff, parents). There is no distinction between informal and formal complaints, as it is recognised that the former can easily escalate if not dealt with sensitively. In

practice complaints are rare. Written details of one complaint were seen and it was obvious that the issue had been handled well and with a real commitment to resolution. This standard is met.

St. 13: There is a Monitor system in the school and in the boarding house, but there are no prefects. This standard is not applicable.

St. 22: Not applicable.

St. 26: Although there was very good practice evident (testing the fire alarm out of hours so that pupils and staff did not become habituated to the sound of the alarm) checks of the fire alarm system should be conducted weekly, and some were slightly over this interval. It is easier for senior managers to audit these if they are all recorded in one place, preferably a printed fire log. The Finance Director does the fire alarm and other fire equipment checks and records these on separate sheets kept on a clipboard. In case of fire the fire log should be kept in an easily accessible place and in the event of an emergency, removed promptly from the building by a designated staff member ready for inspection by the Devon Fire and Rescue Service. There would not be time to locate other records in separate locations.

Children and staff confirmed that there are lots of fire drills, some very early morning, some in the evening. These are very well recorded in the main fire log. Previous inspection issues concerning wedged fire doors have been dealt with by means of automatic door closures.

This standard is almost met, and a recommendation made.

St. 28: The school does not look after children other than its own boarders, so this standard is not applicable.

St. 29: A very experienced teacher has been appointed to a new post to oversee visits and potential risk activities. He will work very closely with the Finance Director who has responsibilities for all risk assessments in the school. The risk assessments are in place and are of a high standard.

The Inspector had sight of records of a visit to a surfing activity and also the ski visit to Courcheval in spring. All the necessary parental consents are in place and very good records are kept. It was noted that a member of staff constantly circulated among the three classes to ensure the safety and security of the children while they were being taught by the ski-instructors. The ski instructors were well qualified and spoke English.

In discussion notice was drawn to the footnote of the Standard that Licensing of Adventure Activities Centres did not include CRB clearance. Provided that staff are also in attendance, as in this case, the standard is met.

With regard to higher risk activities within school, the Finance Director confirmed that all staffs hold the necessary qualifications and these are updated as required. All pupils wear cricket helmets, gum-shields for hockey and rugby. When they use the astra-turf pitch at the Marine base, they are driven to and from the site and instructed by school staff.

The Inspectors are satisfied that the children are well protected when engaged in high-risk activities.

St. 37: No children identified any issue with intrusion into private space. Inspectors observed staff knocking on doors before entering bedrooms and keeping a discrete distance from areas where children were changing. This standard is met.

St. 38: The Inspector sampled 6 files of existing staff and the file of the person appointed as a House –Parent, who is due to take up her appointment in September.

The school operates a robust recruitment system with comprehensive checks resulting in enhanced CRB clearance for all staff. They have also processed enhanced CRB checks retrospectively on existing long serving staff, which is very good. At the time of the inspection they were processing CRB checks for new staff due to take up appointments in the next academic year.

It was noted that in the staff files there were no copies of certain documents, namely identity information, qualification certificates and interview notes, although this is not to say that these documents had not been seen at interview, indeed they must have been seen in order to complete the CRB process, but they have not been retained on file. Where there were no exact dates in a CV or gaps in a CV, there was no information from the interview to evidence that these gaps had been followed up.

Therefore the inspectors were unable find the evidence for this, and so the standard cannot be met on this occasion. It was also noted that there was no record of references being verified by telephone, but the Headmaster assured the inspectors that he undertook that task himself. There was also a member of the ancillary staff who took up the post before the CRB check had been processed. In discussion the Headmaster recognised these shortfalls and agreed to create a checklist and keep copies of the critical documents henceforth. The school needs to follow Standard 38.2 to the letter, and to be able to produce evidence that it has done so.

St. 39: The school does not permit strangers to access the boarding house and any contract staff who have to visit the boarding house are supervised by a member of staff. Children do not use taxis organised by the school. There are no adults occupying school premises who are not employed by the school. It

was noted that the Matron has a written agreement with the school outlining the terms of her occupancy. This standard is met.

St. 41: Boarding areas are upstairs and away from the offices and classrooms. There is a clear policy regarding visitors to the school, who have to sign in and have a badge, and anyone who is neither a parent nor a staff member without a badge in school grounds would be challenged. The school has an intruder alarm. Members of the public (holiday activity scheme children) are only present during school holidays and do not board. There was discussion about the possibility of an alarm on the corridor doors either side of the sick bay, between the girls' and boys' accommodation, further to improve security and safety. This standard is met.

St. 47: There is a good health and safety policy. A comprehensive risk assessment process is in place. There are sash windows upstairs and restrictors were fitted to all windows above the ground floor. The children all know what areas are in bounds and out of bounds, and this is made clear in the various Handbooks. No significant hazards were observed, either inside or outside the school building. The inspectors noted previous inspection concerns about the route taken by through traffic, particularly at the beginning and at the end of the school day. In response to this, the school has implemented a one-way system, with a separate entrance to the exit point from the grounds. Cars still have to park around the school buildings but this is unavoidable, and the school collection arrangements are all off the road and therefore a great deal safer for children and for parents, than for many schools. This standard is met.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- 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)

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

11, 18, 27, 43, 46.

The range of everyday activities, Team Building and Leadership programme and the Cross Keys Award are excellent. Although there is only one common room, in practice this does not matter because there is plenty of space in the building and grounds for children to follow an activity of their choice.

EVIDENCE:

St. 11: Boarders have a good choice of activities both indoors and outdoors and pupils confirmed this. Activities include croquet and Ultimate Frisbee, horse riding (last year, no one signed up this year) and plenty of sports. The children can play boules, tennis, go swimming in the summer, and play their own games. The school has the Navaho system providing excellent safeguards on internet access. They have provided children with plenty of information on "faceless communication" i.e. the internet and mobile phone use, and the inherent risks.

After the examinations are over, Year 8 children go on to a Leavers' Programme that gives them opportunities to help with the younger students, go on visits and have talks and workshops with outside speakers. The girls spoke highly of a speaker who had been looking at issues of how they see themselves, encouraging the positives and learning to cope with and even laugh at the aspects of character that they want to change. She also gave them tips about fashion, appearance and how to show one's best side. This activity was clearly very sensitively done and the girls enjoyed it and reported that it was really good fun.

Another important activity is leadership skills and training. This is so integral to the school's philosophy that with McKinsey Rogers International, all Year 7 and Year 8 pupils undertake a 6-part course on Team Building and Leadership.

The aim is to equip the children with strategies and skills associated with effective teamwork and leadership. The children enjoyed this activity and were also very keen to talk about the Cross Keys Award, which celebrates formally the development of the children across the whole range of school life including study skills, health issues, community work and adventure training.

Both of these activities are to be commended and do evidence the aim of the school to offer only the best. This standard is exceeded.

St. 18: The school states clearly in its policies that it does not discriminate against any groups; indeed the Head Master said that he would welcome further cultural diversity in the school. The inspectors' observations confirm that this was the case; staff go to enormous lengths to ensure that every child at the school finds something, not necessarily an academic subject, at which they can excel, so that no one is left out. This standard is met.

St. 27: Children at the school are kept very busy, but staff are sensitive to demands made on them by outside bodies, for example there is no Rugby practice after a school match, and children are protected from overtraining. If children are seen to be very tired, they may be asked to go to bed earlier than usual, and having enough sleep (staff too!) is part of the school's policy on healthy living. Children reported having a reasonable amount of free time, and one child wanted more structure and less free choice of activity, but others did not agree, and thought the balance was about right.

St. 43: Prep takes place in designated classrooms, and pupils have access to the IT room and the library. All prep is supervised. This standard is met.

St. 46: The school has extensive and attractive grounds and at times, some children may wish to be on their own, but they always have a member of staff keeping an eye on them from a distance, in case they are alone because they are feeling unhappy. There is an all weather playing surface, an activity playground, a swimming pool and a sports hall. The last two facilities are used only under staff supervision, for safety reasons.

Common room space is limited, but groups of children can use the library which can double as TV room. Girls and boys can watch different TV shows or films if they wish. Within the main school building boarders can use their single common room, the library and the music practice room. There were some minor tensions over seniors allegedly having first choice of TV channels and activities but all the children were pleased that the common room had some new furniture.

Children can in theory go to other areas of the building and can be by themselves, although one child did say that it was difficult sometimes finding space to be alone. However, this is general to boarding and not specific to this school, and the positive aspect to this at the younger age range in the school, is that there is excellent supervision, and the inspectors observed that children are not crowded. This standard is met.

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 receive personal support from staff.(NMS 14)
- 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)

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

12, 14, 19, 21, 30, 36.

Children are particularly well supported during admission and beyond, and relationships between staff and children are excellent. There is plenty of opportunity for them to communicate with parents and the outside world through safe systems, and children's ideas are listened to.

EVIDENCE:

St. 12: Boarders have many opportunities to contribute to the operation of boarding. Informally they sit with a variety of staff including the Headmaster at mealtimes, when there is a free exchange of ideas. At assembly the Housemaster gives the opportunity to make suggestions and there is the formal suggestions box held in the Sick Bay. There is also a request to put a name to the suggestion so that the housemaster can give feedback, but anonymous requests are welcome.

In discussion the students were able to identify things that had happened as a result of requests e.g. new sofas, Pop Idol event and the Bouncy Gang. This standard is met.

St. 14: Tutor files showed that any personal issues raised by parents concerning their child's welfare are recorded efficiently and are available for the Tutor to reference should the need arise. These files are confidential and shared only on a need to know basis. The school used communication slips to record any relevant conversations with parents regarding their child's health or

well being. These are not completed for everyday communication with parents or they would lose their significance.

Children at this school have every opportunity to seek support for any personal, health or education issue. The contact with staff informally is excellent, and staff sit amongst the children at mealtimes. Matron and the Housemaster are always available at boarding times and the Head master and his wife also live on site. The Reverend John Clapham is a local Minister and is available for children to contact if they wish. He is also a trained counsellor. Support for children is exceptional in this school and hence the standard is considered to be exceeded.

St. 19: Children have access to a free walkabout phone that they may take into their dorms to speak in privacy to parents and other family members. There are sometimes queues for the phone and should there are any more boarders in the future, consideration will be given to acquiring a second phone. The school has a policy, which the inspectors supported, not to allow children access to mobile phones in school. The philosophy behind this policy is that mobiles are a distraction and expose children to unauthorised contact from persons who may wish them harm. This is not popular with some of the older pupils, but it was reported that most of the parents support the policy and the inspectors did agree that in a prep school, mobiles are as a minimum, a major distraction. There is no need for them in this school, because children may make phone calls to appropriate people on the boarding house phone. Children have access to the Childline number and also the telephone number for the Commission for Social Care Inspection. This standard is met.

St. 21: There is an induction process for students coming to the school, which begins at the admissions stage. A guardian is appointed for each child before assessment day and will contact that child in advance. When the pupil is admitted the guardian will look after him/her in the boarding house and there may well be a different guardian in school. The current pupils spoke well of their guardians.

All boarders are given a handbook including the boarding day and the fixture and events list on arrival but every day at assembly the events of the day and where they have to go are given out to ensure that new students do not get lost. Daily information and the activities list are also displayed on the notice board in the Boarding House. The duty staff talk to the new students in particular and make sure that they are aware of activities on offer, where everything is, and are there to answer any questions.

The Housemaster explains any changes to routines in detail as they happen. The inspectors discussed the possibility of a bullet-point outline of the induction process. This may be helpful as a starting point for the in-coming House -Parents. This standard is met.

St. 30: Boarders have ready access to communal television, a DVD player, videos appropriate to their ages, the internet subject to necessary safeguards, and each day the school takes both a national and a local newspaper. Children are accompanied by staff when they go to the local Marine Camp to play hockey, and never leave the site without staff supervision. The school does not engage in regular community service programmes. This standard is met.

St. 36: Evidence from the boarders' questionnaires, discussions with boarders and from general observation demonstrated clearly that relationships between staff and boarders are respectful and friendly. The boarders were happy, relaxed, confident and articulate. They were well able to approach staff and to chat informally during mealtimes. There is clearly considerable trust from the children and equally, staff are extremely child centred and committed. This standard was exceeded in the 2003 inspection and again, the inspectors felt that this was one of the particular strengths of the school.

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)

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

20, 40, 42, 44, 45.

The school is in the most attractive setting and the boarding accommodation is bright, clean and airy with homely decoration. Some more work needs to be done to address the ongoing problem of the boys' showers and the unpredictable water pressure, but overall the standard of the accommodation is high.

EVIDENCE:

St. 20: It is the school's policy that no boarder should carry cash or have valuables in their possession. Children are given tokens for tuck. Boarders have lockable storage if they provide their own lockable tuck box, and not all children choose to have one. The school has resisted lockable space because it may detract from the trust that exists between children and their respect of each other's property. The inspectors discussed whether some children may wish to have space to keep personal items such as letters, diaries and photos, and that they may not always wish these to be accessible to others, but because the option of the lockable tuck box is there, this standard is met.

St. 40. Boarding accommodation is on the first floor of the main school building, which is about 300 years old and is listed. The architectural status of the building makes it most attractive but imposes some limitations for improvements.

The boarding accommodation is well lit, warm and well ventilated. There are sash windows, which many of the boarders may have difficulty in opening, and these are restricted so that no one could fall from a window. Matron will manage the windows on request. The accommodation and indeed the entire school is kept beautifully clean and is nicely decorated. Heating is electric and any unguarded heaters are risk assessed.

Decoration in the bedrooms was imaginative and attractive. Bedroom furniture was of a good quality and includes bunk beds of robust construction. The boarders' common room was awaiting new furniture, which has arrived but needs to be treated to render it flame resistant before being brought into use. This is a homely room, which is also used for boarders' assemblies and music lessons. There is a store cupboard outside where books, games and videos are available.

There were no boarders with mobility difficulties. Access to present boarding accommodation is such that all boarders need to be physically sufficiently able to use the stairs. This standard is met.

St. 42: Boarders have bunk beds and generally seemed happy with them. The quality of bedding was good and arrangements were in place for laundering it. Boarders have adequate storage and because they board weekly, they do not need a large number of clothes. All bedrooms were carpeted and there is more than adequate space in them.

Girls' and boys' bedrooms are separated by the landing on which is sick bay, the common room and the doors to matron's and the housemaster's private accommodation. Girls have two bedrooms and the boys three. Placement in bedrooms is age related. Girls have a junior bedroom for boarders between years three and six and a senior bedroom for girls in years seven and eight. The boys have a bedroom for boys in years two, three and four, a second for boys in years five and six and a third for boys in years seven and eight. It was nice to see how attractively the children had personalised their rooms. This standard is met.

St. 44: Showers and W.Cs. well sited for both the bedrooms and the common room. The girls' bathroom was excellent and offered reasonable privacy, and contained sufficient facilities. The girls said that their showers were "really nice."

At the time of the inspection there were 15 boys boarding, not all of them on every night, but perhaps one night per week they would all be there. Usually there are 12 boys boarding. The girls had plenty of hand basins but there are just four hand basins for the 15 boys. When all the boys are there, this does not meet the National Minimum Standard, which is one hand basin to every three boarders.

The inspectors were concerned about the cramped conditions in the boys' showers, which are immediately adjacent to the urinals and the boys have to walk between the showers and the urinals and anyone coming out of the shower or using the urinal in order to reach the WC. There is a privacy issue here. Boys also complained that one of the showers was very hot and then cold in turns, and that the pressure was low. The Head Master, Finance Director and Head of Boarding all confirmed that a great deal of time and money had been expended on trying to resolve this problem and that they would persevere during the summer break. A further recommendation has been made.

St. 45: There is adequate storage space, toilet and changing provision for pupils during the day. On the ground floor there are two changing rooms for boys with individual showers separated by curtains as well as wash hand basins, toilets and urinals as well as storage space. On the upper floor there is one changing room for girls with individual showers separated by curtains, wash hand basins and toilets. There is also adequate changing and storage space. This standard is met.

St. 50: This standard is not applicable.

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 placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1, 8, 9, 10, 23, 31, 32, 33, 34, 35, 51, 52.

St. Peters is an exceptionally well-managed school where clear vision and leadership combine with attention to detail and a positive, caring approach to children. The Senior Management Team is highly experienced and works hard to strive for excellence.

EVIDENCE:

Standard 1: St Peter's has a suitable statement of its Boarding Principles and Practice easily available in separate handbooks and on the website to all parents, staff and pupils.

These documents cover the aims and organisation of the school with respect to boarding, as well as the facilities and support services in the school available to all students. There is a separate Admissions Procedure. Some discussion took

place about inserting an additional sheet containing the Aims and Principles of Boarding including the Admissions Procedure in the prospectus when it is next revised. The statement accurately reflects actual boarding practice in the school. This standard is met.

Standard 8: The school benefits from very sound, clear management. The current Head has been in post for three years; prior to that the school was managed by one of the proprietors for more than 20 years. He established the Board of Reference as a consultative body to discuss developments, initiatives and any other appropriate issues including representations from parents. This appears to operate well. Currently developments for the future of the school including Boarding are under discussion.

The Headmaster and his wife devote a great deal of time and effort to the school and are highly regarded by the staff. Inspectors observed their interactions with the pupils both formally and informally and the exchanges were respectful, confident and inquiring.

The staff made very positive comments about the structure of the management team, the clarity of the organisation and its operational methods. They commented confidently about the vision, energy and caring qualities of the Headmaster.

The school has good systems, in which the Tutors play a pivotal role, to monitor welfare provision.

It is the clear leadership of the Head and the depth of experience of the whole Senior Management Team that satisfies the Inspectors that this Standard is exceeded.

Standard 9: The school does have a sound Crisis Management Plan in the staff handbook and policy documents on the intra-net with planned responses to foreseeable incidents. As a matter of course with outings, activities visits staff are requested to record any 'near misses' or unexpected other situations and this is reported and aspects of the plan are revisited or revised. This is good practice and the standard is met.

Standard 10: The Boarders are all accommodated in one area and this contributes to the family atmosphere so evident during the Inspection. The organisation of Boarding provides appropriate protection and separation of boarders by gender and age. The standard of accommodation does not vary hugely but some areas have been personalised more than others.

Shower and toilet provision is used across the age range although it is separated by gender. Older children do, therefore, share the same facilities with the younger ones. There were a few comments made by the younger boys about the timings of showers in the morning but Matron discretely

monitors timings in the shower area without being intrusive. The organisation and attentive care of the staff confirmed that the constraints of space do not impinge on the nurturing of the Boarders who are confident and relaxed with each other. Boarding Practice is consistent throughout the site and contributes satisfactorily to their welfare. This standard is met.

Standard 23: At the Staff Meeting the Inspectors noted that issues concerning the boarders are raised, recorded and followed up by their tutors and any other member of staff involved. This is part of the complaints and incidents procedure and these notes are circulated to the Headmaster, Deputy Head (Pastoral) and Tutor and followed up, then filed. It was very clear that the school's system of tracking pupils and incidents is effective and contributes to the pupils' welfare.

The school has a very good and comprehensive set of risk assessments and has adopted the good practice of constantly updating them as activities take place. They are monitored by the Finance Director and Health and Safety Committee once per term; by the Board of Directors monthly; and the Board of Reference every half term. This standard is met.

Standard 31: The school provides consistent routines and a high level of supervision for all the boarders. A duty rota was seen and followed through in practice; there was a good mix of young and more senior staff involved in supervision in the evening between 6pm and 8pm with a balance of male and female staff to offer activities and support to the children.

The Housemaster and the Matron showed great dedication to their task and clearly had a good but firm relationship with all the boarders. The boarders were very secure in their knowledge of which staff were supervising them and talked happily about the activities they were offered. It was notable how free the children felt and their confidence and curiosity was evidence of the nurturing atmosphere in the school.

The staff confirmed that they worked well as a team and covered for each other in periods of absence or if a member of staff had another engagement.

The headmaster and his wife eat quite regularly in the evening and at breakfast with the children in the dining room and invite them to their house for BBQs, and for special treats. All staff eat with the children at lunchtime.

The high level of supervision, performed in such a relaxed manner, as well as the routines during the day assure the Inspectors that the Standard is exceeded.

Standard 32: The boarders never leave the site on their own and it is school policy to staff all major activities above the standards required by the DFES.

This was confirmed by the lists seen by Inspectors of pupils going on outings and games fixtures.

The school has a comprehensive and very sound Transport Policy, which contracts out most of the transport of children to an approved transport company. They have a permissions form to enable the boarding staff to take the pupils out on an occasional 'ad hoc' visit to say the beach on a warm evening. Staff are only permitted to drive a school vehicle provided they have a MIDAS or equivalent qualification.

Appropriate risk assessments are in place to cover pupils leaving the school site and being transported to another venue. There are no Gap Students employed at the school. This standard is met.

Standard 33: The supervision of boarders at night is satisfactory. Matron's room is on the landing area between the boys dorms' and the girls' dorms and the Housemaster's accommodation has an entrance on to the landing on the girls' side. All the boarders confirmed that they had no difficulty contacting a member of staff at night. The Inspectors had very positive discussions with Senior staff that, as an added protection against intrusion, it would be useful to install a simple alarm on the landing door. The Finance Director stated his intention to complete that task at the first opportunity when the electrician was on site. This standard is met.

Standard 34: The Inspectors evidenced Job descriptions for all Staff in the Staff Handbook and in the Boarding Staff Handbook. All Staff have Induction Training on arrival in the school and where possible they shadow an experienced member of staff. This works well in boarding with the Staff on duty between 6pm and 8pm. The training involves briefing on duties and also child protection briefings, which are given to all staff approximately every two years.

The current Headmaster and the Housemaster have undertaken the BSA/Rehampton Certificate of Boarding Practice. There is going to be a change of leadership in the Boarding House and the Houseparents are already enrolled in the BSA Training for the year 2006-7.

Ancillary Staff confirmed that they had had briefings on Child Protection and were also included in any other training that was pertinent to their jobs. In discussion they confirmed that they tended to work in areas where the children were not present except the catering staff who supervised in the Dining Room and duties in that area e.g. towel sorting. It was agreed that all towel sorting duties would be done in the kitchen rather than the laundry in future.

Staffs are aware of the Line Management in the school and areas of responsibility were clearly shown on the Staffing chart in the Policy documents.

The Finance Director confirmed that any contract staff used by the school are employed mainly when the pupils are not present except in an emergency when they would be supervised by staff in the relevant department. This standard is met.

Standard 35: The School has a Staff Handbook, Boarding Staff Handbook and Policy and Procedure Documents, which give detailed information on all policies, procedures and important information required to run the school efficiently. There is a comprehensive Intra-net which is updated frequently and contains all pro-formas for any activity in the school.

In addition the Job Descriptions for Senior Staff including the Headmaster, Housemaster, Matron, and Duty Staff are comprehensive and clear outlining the role and the tasks to be undertaken and the Staff Management Chart defines the Lines of accountability.

Staff are encouraged to undertake training with BSA, St John's Ambulance or any other provider and in discussion with the tutors (Duty Staff) they confirmed that if they found a course relevant to their boarding commitment, they would be permitted to attend. In addition they have in-house training and key issues such as anti-bullying strategies and Child Protection are regularly reviewed and updated.

There is a Staff Disciplinary Procedure that includes procedures for responding to an allegation requiring investigation and suspension of staff while the investigation takes place. This standard is met.

Standard 51: Not applicable.

Standard 52: The school offers many residential visits in Britain and overseas. A new post has recently been created to cover extra-curricular visits and the post-holder has run many ski visits abroad and field visits in Britain. The visits sampled by the Inspectors were a visit to Chateau De La Baudonniere, IAPS Squash Tournament at Ipswich and there were discussions of a visit to Canada where the pupils were accommodated with families for some of the time.

The school arranges for reconnaissance visits prior to a major visit including the visit to Canada and a previous one to New York. If the school is linking up with another school abroad and the children are being cared for by host families for any period of time, the school relies on the filtering system for the families and care is taken to match children by age, gender and interests. In the case of the Chateau in France the school have used it for several visits instead of organising exchanges with families as they believe it is better for children of prep school age. They have also requested that a certain school is not accommodated at the chateau at the same time as St Peter's because the standards of

behaviour and supervision were so different.

The risk assessments for all the visits were comprehensive and very good. The staff met with all the pupils on a daily basis when they were accommodated by families in Canada for a few days. The school has taken the decision not to permit mobile phones on visits as this is contrary to school policy but the pupils are advised that they must ask their hosts to telephone staff if they have any concerns. There was good evidence of vigilance in the care of the children e.g. on one occasion the staff changed the host family as the pupils were not ideally matched and on another the staff requested that the host family do not smoke while the children were staying.

The school has also taken the decision not to undertake CRB checks on parents who accompany children on outings or visits. The Inspectors advised that provided a member of staff was also in attendance, this would meet the standard.

It is clear that visits are thoroughly prepared, and greatly appreciated by the parents and pupils. This standard is met.

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	3
15	2
16	3
17	3
24	4
25	3
48	3
49	3

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	4
19	3
21	3
30	3
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
40	3
42	3
44	2
45	3
50	N/A

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? No

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	BS15	<ul style="list-style-type: none"> The school should obtain a copy of the Royal Pharmaceutical Society of Great Britain's Guidelines for Control of Medicines in Care Homes and Children's Services and follow the recommendations therein. Medicines recording systems should provide a complete audit trail from receipt to administration or disposal. The school's GP should be asked to approve and sign a list of homely remedies for use by children whilst in school. Medicines should be stored in a wall-mounted lockable metal cabinet. Medicines should be kept in separate named containers for each child. Consideration needs to be given to how any controlled medicines received into the school in the future will be stored and administered (not applicable at present). All staff administering medicines should 	31/10/06

		have an up to date qualification in safe handling of medicines.	
2	BS26	All fire safety checks should take place at intervals recommended by the Devon Fire and Rescue Service and should be recorded in one place.	31/10/06
3	BS38	The school should follow every point of Standard 38.2 and retain evidence on file that checks on staff have been carried out.	31/10/06
4	BS44	The school should continue in its efforts to address the problems of cramped conditions and water pressure/temperature in the boys' showers, and provide a further wash hand basin.	31/01/07

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