



Champions for
Social Care
Improvement

inspection report

Boarding School

St Christophers School

Barrington Road

Letchworth

Hertfordshire

SG6 3JZ

8th March 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

St Christophers School

Address

Barrington Road, Letchworth, Hertfordshire, SG6 3JZ

Tel No:

01462 679301

Fax No:

01462 481578

Email Address

Name of Governing body, Person or Authority responsible for the school

Mr C Reid

Name of Head

Mr C Reid

NCSC Classification

Boarding School

Type of school

Date of last boarding welfare inspection

Date of Inspection Visit		8th March 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Phillipa Quinn	109211
Name of NCSC Inspector	2		
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			<input type="text"/>
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the NCSC, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by NCSC may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the NCSC in respect of St Christophers School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

The school was established in 1915 and from then until the late 1920's was supported by the Theosophical Education Trust. Members of different faiths mixed together in the school and learned to respect beliefs other than their own. The school has been independent for 75 years and is now an educational charity controlled by a governing body. The school provides education for boys and girls from the age of 2 to 19yrs. The boarding provision is from 7 to 19. The school is non-sectarian and aims to be a continuously developing community of children working together in an open and informal atmosphere, in which all are valued as individuals. The school has a particular style and personality. No uniform is worn and emphasis is given to informality, openness and individuality.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

St Christopher has an approach, which encourages children to be confident, assertive and proudly individual. Some of the children have had difficulties in other schools or settings but here the past is not held against them; it is a new start amongst people who believe you will succeed. This approach is not easy to manage. The school is not as structured or disciplined as others of the inspectors' experience, but in enabling children to feel valued and valuable it has an impressive record. The awareness of Health and Safety is impressive including the excellent handbook of educational visits, which would be worthy of wider circulation!

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Inconsistencies between the houses, while having some positive aspects are an issue for record keeping and monitoring. The different approaches of the house parents do have some disadvantages. The issues between some boarders and particular staff members are causing confusion and anxiety and need to be addressed. Training in Risk Assessments for house parents is recommended and more work with the younger children to ensure they have clear routes to people to go to if they have problems. It is perhaps important to look again at improving the security of the site and essential that emphasis is given to respecting the privacy of the boarders.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

A very positive inspection. This a good boarding environment full of people striving to give the children who attend the best possible opportunities by giving them confidence and life skills well as formal education. The clear strength of this inspection were the boarders, they were welcoming, open and enthusiastic. They made thoughtful and perceptive comments in a framework of loyalty and personal support for staff and for each other. The head master was another strong positive, and the inspectors are sure that when he retires at the end of the year he will be missed personally and professionally by many.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION
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Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS37	It is important that all staff respect the boarders need for privacy and practice genuine knock and wait policy at all times.	Immediate
2	BS41	Attention needs to be given to the possibilities of making the school site more secure.	30/09/04
3	BS47BS29	House parents and boarding staff would benefit from training in risk assessment.	30/09/04
4	BS36	Some of the differences in 'rules', approaches and recording between the boarding houses, and even between different staff are causing some confusion to the children and could benefit from being reduced.	30/09/04

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS4	It is recommended that the house parents work out a uniform way of recording sanctions to ensure consistency and ability to monitor.
2	BS14	More work needs to be done with the younger children to be sure they know several different people they could talk to if they have personal issues or concerns.
3	BS20	The issue of boarders not having a lockable drawer, particularly the sixth formers needs to be addressed and could be quite easily addressed.
4	BS24	How to make the very nutritious food more appealing to the children should perhaps be looked at by the school council.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	YES

Date of Inspection	08/03/04
Time of Inspection	10:00
Duration of Inspection (hrs.)	46
Number of Inspector Days spent on site	4

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

**FRO
M**

7

TO

19

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:

Boys	68
Girls	40
Total	108
Number of separate Boarding Houses	4

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
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WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence	Standard met?	3
<p>St Christopher has clear informative brochures and handbooks, with various versions for pupils, staff and parents, available. All are well laid out, contain the required information and are written in clear accessible language. There are additional booklets available specific to each boarding house giving clear and useful additional information. As will be seen in the rest of the report, the positive framework set out in the school's statement was evidenced as reflective of actual practice though out this very positive inspection. The school has a unique and specific ethos, which is the reason the school is the choice of the parents of the children who attend. This has implications, such as a vegetarian only canteen and the 'no meat on the school premises' rule. But all the differences are clearly set out in the school statement of principles and in all the handbooks and other materials the families, pupils and staff receive.</p>		

Standard 2 (2.1 – 2.6)		
The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	3
<p>The school is refreshingly honest in acknowledging that bullying does happen within the school. The school has a clear policy, which was well known to all the staff and boarders spoken to. It was clearly a subject that is openly discussed and the boarders seemed to feel it was much their responsibility to support each other and to stop it happening as it was the staff. The questionnaires did not reflect a serious problem; partly it would seem to the support and monitoring the boarders receive from a particularly committed and supportive team of house parents and resident tutors. The anti bullying policy is displayed through out the school, with bullying reporting forms available at strategic points. All issues raised are addressed seriously and promptly, often by explaining responsibilities to the children involved (see punishment stand). The definition of bullying in use is ‘any behaviour that causes pain and distress to others. As was clear in all areas of the school there is an ethos of openness, children can talk to tutors, peer mentors, house parents, teachers, the counsellor and the independent listener. Children spoken named a variety of teachers, gap students and sixth formers who they would speak to, as well as showing a good knowledge of the ‘formal’ routes available to them.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	70	%

Standard 3 (3.1 – 3.9)		
The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	3
<p>The staff spoken to throughout the inspection showed a good level of understanding of the child protection policy and procedures. The ancillary staff and grounds man had had appropriate briefings and all other staff full training. There is a CPO for the Junior and Senior school both of whom were clearly well trained and knowledgeable and whose names were known to other staff and pupils. They work in co-operation with the local area child protection team. Situations that have happened in the school were documented in detail and the appropriate people informed.</p>		

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence**Standard met?**

3

St Christopher has a rather unusual attitude to discipline and use of punishments. Some of the children who attend the school have had negative experiences of other schools and / or difficult life or family circumstances. The school therefore feels it is important to ensure that discipline is proportional to the behaviour but with reference to the child's situation and thus why the behaviour has been presented. Consequently there is no formalised system of punishment. However all the children spoken to, and also reflected in the boarders questionnaires, clearly felt that the staff were fair, reasonable and proportional in the way the discipline. Staff were clearly committed to the policy and could speak in depth about the philosophy and the practicalities of the current system. The gap students do not apportion punishments, referring any issues directly to staff. Certainly while the inspectors were at the school the attitude and behaviour of the children in the school and in the boarding houses was excellent.

All use of punishments are recorded clearly in the boarders files in the boarding houses. The house parents all had their own systems, which is something the school may want to look at, particular due to the informality of the system. A formal and uniform system of recording may help ensure the correct information is retained and important patterns of behaviour can be monitored.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence**Standard met?**

3

The children's complaints procedure together with the policy on bullying and the outline of the remarkably few school rules are all in the homework diary that is issued to all pupils at the beginning of every school year. The policy is an open and inclusive one and includes a number of different routes for the children to complain. The school has a system of peer group mentoring and the mentors are available if a child does not feel able to go directly to a staff member. In fact the school ethos seem to so successfully build the self-confidence and assertiveness of the pupils that they are able to express opinion, complaint and ideas positively and very ably. They also have a strong feeling of responsibility for each other so if someone was less confident to express themselves another pupil would step in and support them.

Number of complaints, if any, received by NCSC about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence**Standard met?**

3

The school's open relaxed style encourages difficult issues including potential substance abuse to be discussed in an open constructive way. There is a 'drop-in' room in the clinic suite where there are lots of leaflets and other sources of information available to the children on subjects such as HIV/AIDS, Drugs, Sexual Health, smoking, bullying, abuse etc. Children felt able to discuss these issues openly with the inspectors especially in the boarders group discussion which provided good evidence of the open and constructive way the school encourages all parties to approach even the most difficult of subjects. Children have been suspended and eventually excluded over issues of drug taking in the past, but attempts are always made to support the pupil to sort the problem out before these steps would be taken

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence**Standard met?**

3

The school nurse looks after all health issues. There is a nurse on duty Monday to Friday, morning and evening. The school nurse lives on the school premises. Records are kept on all health needs, any treatment given, permissions that have been obtained from parents for first aid treatment and the use of over the counter medication such as paracetamol.

The nurse stores and gives any prescribed medication the children need; there are several children with epilepsy, a number of children with varying levels of asthma and two boarders at risk of anaphylaxis. Also some children at any one time are generally taking antibiotics or other short-term treatments. The children go to the nurse at the agreed times to take their medication and if they don't come she will send for them. If a child needs medication at night this is given by the house parents and the records returned to the nurse to ensure continuity.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

The non-teaching wife of the current headmaster has taken a co-ordinating and leading role over the boarding provision being the boarding staff coordinator. She has in her years at the school either been a houseparent or done duties at most of the houses and is thus in a unique position to understand the issues that the house parents face. She now does evening duties in various boarding houses, most often in Arunside the (youngest house). The boarding co-ordinator meets with all the house parents individually on a regular basis and has meetings of them all together at least twice a term so that there is opportunity to discuss more general issues and to provide each other with some mutual support, to share new ideas and issues and to receive briefings or training on new policy, legislation or practice as considered useful or necessary.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence

Standard met?

3

The school consists of a number of buildings on a large site so in most cases an issue that would make one house or building unusable could be managed by using others until the children could go home or be accommodated elsewhere.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence**Standard met?**

3

The boarding houses are basically organised in age groups although there is some overlap between them. Arunwood provides accommodation for the youngest children in a large, family style house on the edge of the premises. They then move to Arunside which is a house similar in style and ethos. As they progress to the senior school they move to Old House, the house which occupies the upper storey of the original school building and then the sixth formers have a collection of individual study bedrooms and a central communal area, The Cloisters. All the boarding houses at St Christopher are mixed but with separate floors or corridors for boys and girls. The separation is taken very seriously as was evidenced by the inspector who found the boarders conducting the boarding house tour extremely reluctant to enter the corridor belonging to the opposite gender children. The mixed houses do mean the meals, communal areas, lounges etc have a very natural 'family' feel and the house parents feel it encourages appropriate social behaviour, as did several parents who commented in letters received prior to the inspection.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?**

3

The school has excellent facilities on site for a large range of sporting and leisure activities. There is a new 25m indoor swimming pool, playing fields, hard tennis courts, a fitness centre, a sports hall, theatre, music studios, photographic dark rooms, computers, art and craft rooms, televisions, pool tables table tennis and for the older boarders the sixth form centre. The children who accompanied the inspectors on the tours of the school were enthusiastic about the activities available to them. Many of the children have specific hobbies and interests which they are able to pursue in these times, others prefer sitting and talking with friends in the lounges of the boarding houses or for the older ones walking into town to make use of all the facilities Letchworth has to offer. The facilities are not all available all the time due to requirements of supervision and health and safety but a good variety are available on any given evening or weekend and if children express a desire to do something particular staff cover can generally be organised. The range of activities was commented on positively by parents in letters received.

Standard 12 (12.1 - 12.2)
Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence	Standard met?	3
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Each house has boarding house meetings when the boarders are given opportunity to express their views and to bring forwards suggestions and ideas. The children's opinions on how useful these meetings are varied not only house to house but also child to child. Some felt it a somewhat token exercise but not much happened from them, others felt it was valuable and felt listened to and valued. The school has a school council, which is part of the inclusive philosophy of the school. The school council discusses all issues and these do sometimes include boarding. The boarders spoken to were also well aware of the pupils complaints process and of the ethos of the school ensuring all pupils have the right to speak and express opinions within the schools systems.

Standard 13 (13.1 - 13.7)
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence	Standard met?	3
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There is a system of 'servers' in the houses other than Arunwood. This is loosely a prefect system but with limited authority. The schools 'self-ruling' ethos encourages the pupils to take responsibility for their own behaviour and to some extent those others. The system is closely monitored by staff and seemed to be considered fair by most of the children spoken to and was hardly mentioned in the questionnaires.

Standard 14 (14.1 - 14.6)
Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence	Standard met?	3
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Without exception the children spoken too, both in groups and as individuals, were all able to name at least three different people they could go to if they needed support with personal issues. Who these people were varied, thus providing evidence that the children are encouraged to make individual positive relationships with staff, Gap students and each other. Most were aware of Childline and FRANK and other similar organisations and the numbers were up on notice boards throughout the school. This standard was less well met when talking to the younger children, and it will be a recommendation of this report that some work is done with the younger children to increase their awareness of what these routes are.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

3

All the house parents and resident tutors and most of the teaching staff have had first aid training. The school nurse is resident on site and first aid boxes are available in appropriate places though out the school and in the boarding houses. The school has a pleasant clinic facility, which includes bedrooms for boarders to stay if they are unwell. The school has a good relationship with the local GP where most of the boarders are registered. Most of the children attend dentists, opticians etc when they are at home, but for children were this is not possible the school liaises with parents or guardians to arrange this and will support the children in whatever way necessary (largely dependant an age) to enable them to attend. A letter was received by the inspectors from the GP who provides a service to most of the pupils at the school and she states that she works closely with the school nurse monitoring the children's health and that in the 12 yrs she has been involved with the school she has "never had any concerns about the welfare of children in this establishment".

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

The school nurse is resident on site and a room is available close to her accommodation for a child who is unwell and in need of close supervision can stay. The clinic is a useful facility and has two bedrooms available if needed. If the child does not have an infectious condition they often stay in their rooms in the boarding houses and are checked on and cared for by house parents and residents tutors. This was well evidenced on the 2nd day of the inspection as one of the older boys in one of the boarding houses was unwell and the staff were seen to be very attentive to his needs and compassionate in their interactions with him and conversations about him.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence**Standard met?**

3

A number of the children spoken to have had very difficult starts to their lives for a variety of reasons. These children particularly felt well supported by the school and/or by particular teachers or house staff during stressful times. The open relaxed and honest ethos of the school produces a 'culture' where people have an enhanced awareness of each other, show exceptional compassion and acceptance of each other and can be flexible to allow for understandable withdrawal or behaviours. However some children spoken to did have reservations about the level of support offered by particular members of staff and these concerns have been brought to the attention of the headmaster and boarding staff coordinator to investigate and address.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

The school has pupils, staff, gap students and parents from a rich variety of cultures races, religious backgrounds etc. and many have lived in a number of different countries and thus the experience and understanding of diversity at the school is exceptional. Everyone spoken to saw this richness as an important part of the personality of the school and the pupils are given the opportunity to be part of what is a truly international community during their time at the school. None of the questionnaires or the conversations with children in groups or individually led the inspectors to be concerned that discrimination was an issue at the school.

Standard 19 (19.1 – 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
The boarders are able to contact their parents in private, as there are pay phones available in private areas in each house. Children are also allowed to use phones in the school offices or the house parents flats if they need to contact parents urgently. Many of the children also have mobile phones and although there are some rules about their use, there is adequate opportunity for the children to stay in touch with their friends and families.		

Standard 20 (20.1 – 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
The boarders spoken to in the Cloisters, were concerned that they did not have a lockable drawer or similar in their rooms although they can have keys to their rooms. Each boarding house has a safe and valuables can be stored there a record is kept and the child issued with a receipt. As far as possible, boarders are discouraged from bringing valuables to school unless absolutely necessary. For boarders generally, personal security did not appear to be a major issue, although one boarder had had two bikes stolen during his time at the school about which he was quite reasonably angry. The inspectors recommend that as far as possible all pupils should have a small lockable storage space in their rooms for valuable or indeed 'personal' possessions. The school does ask pupils to bring a lockable box for such items, though some older pupils may be failing to do so.		

Standard 21 (21.1 – 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
There is an excellent booklet available about each of the boarding houses available when pupils move in. They also spend some time with the house parents and resident tutors who explain the rules, routines and opportunities of the specific boarding house. The boarders spoken to felt they had been made to feel welcome by children and staff when they had moved to a given house and that the information they needed was available to them. In this, as in a number of the standards, there was considerable variation between boarding houses at it might be useful for different house parents to compare their different induction processes and see if they might have anything useful to offer to each other. Some of the differences however were clearly accountable to the different ages of the children in the house and as such were totally appropriate.		

Standard 22 (22.1 – 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	3
The school does not appoint guardians.		

Standard 23 (23.1 – 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence**Standard met?**

3

The head of the school is involved in all aspects of the school's life and the boarding staff coordinator was also until recently a senior teacher within the school. They monitor and review all risk assessments and the Head of the Extramural Department and the Head take particular responsibility for assessing risks of trips of site. The house parents meet regularly with the boarding staff coordinator so that any particular issues including issues of risk can be discussed. The school also employs a consultancy firm who visit the school regularly and carry out Health and Safety inspections, review the environmental risk assessments the school has in place and give advice as to how the health and safety at the school can be improved.

Standard 24 (24.1 – 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?**

3

The food served on the days of this inspection was found by both inspectors to be fresh appealing and nutritious. A good variety and choice was available and quantities were generous. The school is completely vegetarian and has a no meat on school premises policy (this is clearly stated in the school's statement of aims). However this was an issue brought up by all the groups of children spoken to. Although it was acknowledged food had improved in recent months many children complained they didn't like the food and relied on visits to town to buy 'fast foods' and snacks to top up the food. It could be argued the food is actually too nutritious to be 'child' appealing and that good habits need to be encouraged. This may be an aspect of the school that should be discussed in one of the student/staff forums available.

Standard 25 (25.1 - 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

Key Findings and Evidence**Standard met?**

3

There are small kitchens available in the boarding houses for boarders to prepare snacks and bread milk etc are always available. The older children have all their meals in the school canteen whilst the younger children at Arunwood have breakfast and their evening meal in the boarding house. Drinking water is freely available at points throughout the school and the boarding houses.

Standard 26 (26.1 - 26.5)

Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence**Standard met?**

3

Records were available in each house of regular fire drills having taken place. However this is another area where the inspectors would recommend a uniform recording system. Monitoring that drills are happening regularly, what staff and children are present on each occasion, how long evacuation took and any issues with equipment, or process that occurred, needs to be laid out in an easy format so that it can be checked at a glance. The fire exits are signed and obvious and children spoken to, even the youngest ones, knew the simplest way out of the house should there be a fire or other emergency. The last inspection by the fire service was on 21st May 2001 and all the recommendations from that occasion have been actioned. A letter was received by the inspector from the Fire & Rescue Service acknowledging they have not been able to inspect the school recently due to staff shortages but confirming that the school has carried out a Fire Risk Assessment required under the Fire Precautions Workplace Regulations 1997.

Standard 27 (27.1 - 27.3)

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence**Standard met?**

3

The inspectors found no evidence of anything that appeared to be 'onerous' demands. Some of the children learn instruments and are encouraged to practice and others play for school teams etc. There is a system of house 'servers' which are type of prefects but none of these appeared to be outside normal expectations of a boarding school day and the children stated that they were happy with this, the only exceptions were a few children who felt they got too much prep, (not an unusual complaint perhaps).

Standard 28 (28.1 - 28.2)

The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence**Standard met?**

3

Some of the house parents do have young children. (All are attending school). They appear to very much enjoy living in the boarding houses, have positive relationships with the boarders and do have sufficient private living space to live as a family, not as 'boarders'. These children are also protected by the same CRB checks and recruitment procedures, as are the boarders and other pupils in the school.

Standard 29 (29.1 - 29.6)

Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence**Standard met?**

2

The handbook of educational visits includes forms, procedure and guidance needed if children are undertaking visits, which involve adventurous activities. These include appropriate risk assessments, parental permission, appropriate staff supervision and numbers and first aid and emergency contact information. For more informal activities the boarders undertake risk assessments are the responsibility of the house parents and as has been highlighted in Standard 47 it is recommended that training in risk assessment and management is arranged for all the house parents.

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

Key Findings and Evidence**Standard met?**

3

The boarding houses all have televisions and newspapers are available there and in the library. The boarders have access to many computers connected to the internet and all make frequent visits off the school site and seem to have a good awareness of the community outside the school.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- 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.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence	Standard met?	3
<p>The boarding houses are well staffed during out of school time. For example during the evening the inspectors spent in Arunside, 5 staff members were available to the boarders. Consequently rugby and other games were happening in the garden, while other children watched television, others help lay up for tea while others unpacked from a weekend outdoor pursuits weekend they had returned from the previous day. All had staff to supervise although this was done in a very low key 'family' sharing way. The formal activities are planned in advance so as to ensure appropriate staff cover is available, and there are inevitable restrictions on access to some activities such as the swimming pool dependant on sufficient and qualified staff being available.</p>		

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence**Standard met?**

3

The older boarders are allowed to leave the school without supervision during agreed hours on some evenings and at the weekends. Most boarders have mobile phones and know the number of the school and there are always members of staff to go to their aid if needed. The boarders interviewed also pointed out that at the times they were allowed into town several staff members were generally in town too, so gentle supervision was almost always taking place.

Standard 33 (33.1 - 33.5)

Staff should be present, and accessible to boarders as necessary, in each boarding house at night.

Key Findings and Evidence**Standard met?**

3

From 10 pm onwards generally the house parents are on duty if the children need them, although sometimes they have a night off and this duty is covered by resident tutors. There are always adults sleeping in the boarding houses overnight and additional teaching staff, and the headmaster and his wife, the head of care, who are resident on site, would be available to provide additional cover in an emergency.

Standard 34 (34.1 - 34.7)

All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.

Key Findings and Evidence**Standard met?**

3

The job descriptions of the house parents are very clear and comprehensive and included the responsibilities and role implicit in the job but also the boundaries on that. The resident tutors are generally teaching staff or gap students who live in the boarding houses and take duties to relieve the house parents. Most other teachers in the school do one or two evenings a week as additional support during the busy prep and evening activity times. This is all spelled out in the job descriptions and all staff spoken too were fully aware of the expectations of their job when they took it. Boarding staff do receive formal training on Fire, Health and Safety, First Aid and Child Protection and training sessions including during the twice termly meetings.

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

Key Findings and Evidence**Standard met?**

3

There is a well written and comprehensive handbook available for all staff who do duties in the boarding houses. This includes all the essential policies and procedures, philosophy attitude and approach as well as information about routines etc. There are also individual handbooks about each house and each set of house parents have additional sets of information they keep updated and make available to all staff.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

3

An impressive aspect of this inspection was the open relationships between most of the staff and the boarders. There is some difficulty between some of the boarders and a house parent, which the school is aware of, and is taking fair and sensible steps to address. The inspectors were concerned how many of the children, staff and others spoke of this situation and feel strongly resolution needs to be sought. In most cases the children were relaxed and open in staff presence, spoke respectfully and warmly about them and this was reflected in the questionnaires. There were a couple of exceptions to this, either from a particular pupil or from a group who had concerns about a particular member of staff. These issues have been brought to the attention of the headmaster and Boarding Staff Coordinator who set out exactly how they would approach looking in to them. The inspector is confident that this will occur. There were also comments made by children as to differences between the rules in the different houses, which while partly accountable to the age of children could perhaps be looked at along with some uniformity of recording systems.

Additional evidence for this standard is the way staff spoke about the boarders. Particularly the house parents and resident tutors had in depth knowledge of each individual child, their needs, preferences, personalities and backgrounds. The staff were clearly committed to the work they do and in most cases are available to the boarders for far more hours that is required of them, and thus have been able to achieve these constructive relationships.

Standard 37 (37.1 - 37.2)

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

Key Findings and Evidence**Standard met?**

2

Comments were made in Old House and Arunside that staff tend to enter the rooms with out knocking, or knock and come straight in. When this was brought to the attention of the staff involved they acknowledged that it was probably the case and undertook to attempt to be more conscious of the need for respecting the boarders personal privacy in this way. In Old House the boarders commented on the habit of the duty member of staff in the evening sitting in a chair just outside the lounge felt overtly supervisory. Staff were of the opinion that this habit had developed to give the boarders space and privacy in the lounge. The inspectors suggested this be discussed at the next house meeting as it appears to involve little more than a mis-understanding and break down in communication. Some individual issues particular children had with staff under this standard where brought to the attention of the headmaster during the feedback session and left with him to address.

Standard 38 (38.1 - 38.10)

Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence**Standard met?**

3

The recruitment procedures have been adjusted to include enhanced CRB checks for about the last 6 months and is working well. There are occasionally some issues getting check for staff who are employed from overseas but this system is improving. The recruitment procedure is recorded and follows a clear and appropriate process including the taking up of at least two written references.

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence**Standard met?**

3

The school acknowledges that this hasn't always happened in the past, particular for people who do voluntary or casual work at the school, but the school now has all the necessary systems in place and all staff including volunteers, ancillary staff, non teaching house parents, who have been checked (or in a couple of cases it has been applied for but not yet received).

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

3

All the boarding houses are light, clean and well decorated and maintained. The corridors in Old House are perhaps rather dark, but this is caused by the splendid original wood panelling which is part of the character of this the original building of the school. The days of the inspection were extremely cold and the school buildings felt warm and welcoming firmly evidencing the adequacy of the heating. The children in old house however did comment that the heating tended to be a bit 'all or nothing', (over heating or cold).

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

2

The houses are private areas for the use of boarders. Three of the houses are actually in separate buildings from the main school and Old House is on a separate floor. There is an issue at St Christopher of trying to secure the perimeter of the school as there are many pathways, minor roads etc which provide access to the school at many points. The school has tried to heighten the consciousness of staff and children as to the importance of security in the school and of reporting to staff if they see any strangers on sight, to this end the school has a strict policy of issuing authorised visitors with ID badges as soon as they arrive at the school.

Standard 42 (42.1 - 42.14)

Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence**Standard met?**

3

All the boarding houses at St Christopher are mixed but with separate floors or corridors for boys and girls. The separation is taken very seriously as was evidenced by the inspector who found the boarders conducting the boarding house tour extremely reluctant to enter the corridor belonging to the opposite gender children. The mixed houses do mean meals, communal areas; lounges etc have a very natural 'family' feel and the house parents feel it encourages appropriate social behaviour. All the sleeping accommodation is adequately sized, each child having enough space for their belongings. The youngest children are in rooms of three, four or five children, the older children are generally double rooms and the sixth formers in individual study bedrooms. The children spoken to in each age group were happy with their accommodation, the younger ones clearly enjoying sharing, the sixth formers valuing their own space. The house parents accommodation is reasonably separate in all the houses although in Arunwood the accommodation for the house parents is in two completely separate halves, which is certainly not ideal especially as they have two very young children. Generally furnishings are adequate for purpose and appropriate, although in Old House things are a little tatty in parts.

Standard 43 (43.1 - 43.2)

Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence**Standard met?**

3

The youngest children do 'prep' in the boarding house in any of the various community areas. There is a small formal prep room available for more concentrated study. The older children do prep in the school after tea from 7 pm to 9 pm. The sixth formers in the Cloisters boarding house have separate study bedrooms so have private space to study. In Arunside there is also a newly refurbished study room in the house, which will be equipped with a computer. The boarders can use the library into the evening and for some hours at the weekends.

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?**

3

In all the boarding houses there are adequate toilet and bath facilities to meet requirements. There are also supplemented by the school facilities and toilets in the sports facilities such as the swimming pool etc. In all 4 boarding houses the facilities are clean, working and reasonable pleasant. The children report that there are rarely queues and the facilities are well maintained and kept in good working order. The children in Old House have an issue with the only individual boys toilet being next to an office space and opposite the entrance to the lounge, which they felt meant that it lacks privacy.

Standard 45 (45.1 - 45.3)**Suitable changing provision is provided for use by day.****Key Findings and Evidence****Standard met?****3**

The school has several lots of changing rooms attached to the various sporting facilities within the school and at the theatre and dance studio. All are clean, well equipped and appropriate and offer a reasonable degree of privacy.

Standard 46 (46.1 - 46.6)**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.****Key Findings and Evidence****Standard met?****3**

Providing appropriate supervision is available the boarders have access to all school facilities. A specific programme of activities is run on Saturday mornings and informal access to facilities is available most evenings and for the rest of the weekend. As well as the obvious sports and leisure facilities the school has lots of internal 'nooks' and external courtyards, which create an environment that encourages people to sit and talk and enjoy each other and the privileged environment in which they live. The school is a notably tranquil environment, not perhaps what would be expected in a school for 610 children.

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence**Standard met?**

4

The school has an annual health and safety survey throughout the school that lists any identified risks and action needed. Things highlighted recently include, partial obstruction of a fire exit in Arunwood, a loose handrail on the stair at Arunside, hygiene standards in the students kitchen in Arundock etc. This review is updated through the year with actions taken. An outside consultant makes 2 inspections of the kitchens every year and environmental health use the school as an example of good practice.

The water in the swimming pool is checked for chlorine levels etc 2 hourly throughout the day. PAT testing undertaken is more than is required by legislation, the school uses two electricians who are highly qualified and one plumber and an outside body is used to certify the boilers. Every three years Ecclesiastical insurers check all the schools plant. Fire equipment is checked annually and documentation was seen dated 09.01.04. The school has been used in the past for training fire offices in assessment, as the site is complicated. Annual fire training is given to all boarders and the school has a good established relationship with local fire officers. Records were seen of school and boarding house evacuation drills.

A list of the first aiders within the school was seen. There is a comprehensive set of risk assessments in place for all school activities including Bee Keeping and gardening. An annual Governors Risk management Summary is produced which covers the whole school, particularly in risk management and operations. In the boarding houses house parents are responsible for environmental risk assessments and although they are in place, having spoken to them about purpose and understanding of the process the inspectors recommend some training in Risk Assessment and management for all house parents and resident tutors.

The school clearly has an excellent approach to Health and Safety within the school and far exceeds the required standard in this area.

Standard 48 (48.1 – 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

Key Findings and Evidence**Standard met?**

3

The health facilities consist of a clinic room, two bedrooms for un-well children, and another room available close to the nurses flat where she can give close supervision if required. These rooms are all of a good size, are light and clean and sufficiently separate from the rest of the children's residential areas to minimise risk of cross infection. There is a separate toilet and bathroom for children in the sickbay and good washing facilities for staff as well as the 'clinical' medical room. If there is not an infection issue the children can remain in their rooms in the boarding houses if unwell and are supervised by the non-teaching house parent or resident tutors.

Standard 49 (49.1 – 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Laundry is done in the individual boarding houses by the support and ancillary staff. In the homes for younger children their clothes are washed, ironed and returned to them often with in the same day. The laundries meet health and safety requirements, are basically domestic in style and provide an excellent service to the children.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
The children can buy small items they may require at the school and the older pupils go into the town on most days so are able to purchase what they need there. There is also a small shop just outside the school which the pupils 'frequent' which sells everything they may need, and seems to be considered by the children to be part of the school facilities, including the bench outside which pupils from the school seem to have made their own.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	0
Not applicable.		

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence

Standard met?

3

The school has produced an excellent and comprehensive handbook of educational visits which includes clear guidelines for staff arranging any off site visits whether they are for a couple of hours locally or a major adventure trip overseas. There are specific guidance for trips during the school day and also outings for the boarders at evenings or weekends. It includes a range of required risk assessments, the permissions that need to be obtained, the medical information that needs to be carried, a range of contact numbers etc. also included is a clear policy on the behaviours that are expected from the children on all occasions when off site. These are clear and sensible and not unnecessarily restrictive.

The handbook includes copies of all the forms the staff need to complete which ensures consistency of information. It also sets out clear routes of responsibility for staff accompanying the children. There is a long section on rules and advice about driving pupils including driving the minibus overseas. The teacher who took major responsibility for producing the handbook was also able to speak very convincingly about how the children are cared for on these occasions. He has worked at the school for many years, was clearly a gifted and enthusiastic teacher and the inspector felt he will be sorely missed by the school when he retires at the end of the year.

Lead Inspector	Phillipa Quinn	Signature	_____
Second Inspector	_____	Signature	_____
Locality Manager	Robert Kittle	Signature	_____
Draft Date	06/05/2004		_____
Final report date	02/06/2004		_____

PART C **LAY ASSESSOR'S SUMMARY**

(where applicable)

There was no lay assessor assigned to this inspection.

Lay Assessor _____ **Signature** _____

Date _____

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 8th March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

A copy of the Head's response can be obtained from the Area Office.

Action taken by the NCSC in response to Head's comments:

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 3rd June 2006 which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Mr C Reid of St Christopher School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name Mr C Reid
Signature Mr C Reid
Designation Head
Date 21st May 2004

Or

**D.3.2 I _____ of _____
~~am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:~~**

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.