



INDEPENDENT SCHOOLS INSPECTORATE

ST EDWARD'S SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	St Edward's School
DfE Number	931/6066
Registered Charity Number	309681
Address	St Edward's School Woodstock Road Oxford Oxfordshire OX2 7NN
Telephone Number	01865 319323
Fax Number	01865 319242
Email Address	warden@stedwards.oxon.sch.uk
Warden	Mr Stephen Jones
Chair of Governors	Mr Mike Stanfield
Age Range	12 to 18
Total Number of Pupils	649
Gender of Pupils	Mixed (424 boys; 225 girls)
	12-18: 649
Number of Day Pupils	Total: 137
Number of Boarders	Total: 512
	Full: 512 Weekly: 0
Inspection dates	20 Mar 2012 to 22 Mar 2012

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools. The inspection occurs over a period of two and a half continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in November 2008 and can be found at www.ofsted.gov.uk under Children's social care/Boarding School.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the chair of governors and members of the governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended a registration session. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Jan Preece

Mr Roger Auger

Mr Lee Glaser

Mrs Linda Smallwood

Reporting Inspector

Team Inspector for Boarding (Deputy,
Performance, HMC school)

Team Inspector for Boarding (Deputy Head, HMC
school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Edward's School is a co-educational boarding school for pupils aged from thirteen to eighteen. The school was established as a Christian foundation in 1863 and moved to its present site, about a mile and a half from Oxford city centre, in 1873. Since that time the original buildings have been modified, additional land acquired and many new buildings completed. The playing fields, sports facilities and some boarding houses are situated on the opposite side of a main road, and connected to the school by a private subway. The school is administered by a board of governors and a new headmaster (the Warden) took up post in September 2011.
- 1.2 The school aims to provide an excellent all-round education for each individual in its care. It seeks to offer a wide range of academic and other opportunities which allow boys and girls to develop fully, gain self-confidence and a sense of self-esteem, and respect others. The school aims to provide a high quality boarding environment which promotes the welfare of each individual, and encourages his or her all-round development. The boarding community's purpose is for each pupil to be fulfilled, happy and secure.
- 1.3 There are 649 pupils aged from 12 to 18 on roll, with 392 (262 boys and 130 girls) in Years 9 to 11 and 257 (162 boys and 95 girls) in the sixth form. Girls constitute just over a third of the total school population. Most pupils come from homes within a two-hour radius of the school, mainly from professional and business families, and some boarders come from overseas.
- 1.4 Pupils are allocated to one of eleven boarding houses, run by a housemaster or housemistress supported by a staff team. The sub-warden has overall responsibility for boarding. Each house includes day pupils who do not go home until 9 pm each weekday evening. Since the last inspection, the school has developed additional staff accommodation within the boarding houses to allow for more residential supervision. Several boarding houses have been completely refurbished.
- 1.5 Entry to the school is by Common Entrance or scholarship examinations and interviews. Eighty-six pupils do not have English as their principal language but only ten of these require additional support. There are no pupils with statements of special needs but the school has identified 202 as having special needs and/or disabilities, 70 of whom receive specialist learning support in the school.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

School	NC name
Shell	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. SUMMARY

(i) Compliance with regulatory requirements:

- 2.1 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendation for further improvement

- 2.2 The school is advised to make the following improvement.
1. Focus individual house action planning on outcomes for boarders to contribute to a whole-school boarding development plan.

(iii) Progress since the last inspection

- 2.3 The two recommendations made by Ofsted at the time of the previous boarding inspection, in November 2008, have both been fully implemented. These related to reviewing the effectiveness of fire safety procedures and extending the provision of risk assessments.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 A thorough induction process ensures that new boarders settle quickly. They are supported by sixth form mentors and introduced to the school counsellors. Boarders have a wide choice of staff, as well as peer listeners, should they need support or guidance. Counsellors' telephone numbers and external helplines are published on house notice boards. [NMS 2]
- 3.3 The health centre provides qualified nursing care and appropriate accommodation for pupils who are unwell, as well as for medical emergencies. Boarders can access other medical services readily. Prescribed medicines are administered with due care by house matrons or nurses and securely stored. Records are kept of all injuries, treatment and medication. Boarders self-medicate only in exceptional circumstances and their confidentiality and rights as patients are respected. [NMS 3]
- 3.4 Boarders can contact their parents and families easily. Each house has a private payphone and boarders may use their mobile phones at appropriate times. They also have access to email and video messaging in their houses. School systems promote and monitor the responsible use of electronic communications. [NMS 4]
- 3.5 Ongoing refurbishment ensures that the boys' and girls' boarding houses, each of which is distinctive in character, are kept clean and well maintained. Most offer accommodation suitable for boarders with mobility difficulties. Furnishings are comfortable and many boarders choose to personalise their space. Rooms have suitable areas for study, including computers. All houses have common areas for social and recreational purposes. Access requires authorisation and boarders state that they feel safe and that security measures do not intrude on their privacy. [NMS 5]
- 3.6 Boarders' meals are varied, nutritious and sufficient in quantity and quality. Particular dietary needs are accommodated. Drinking water is always available and each house has facilities for preparing snacks and drinks. [NMS 8]
- 3.7 Appropriate laundry provision ensures that boarders' clothing and bedding are rarely lost or damaged and are returned quickly. Personal and stationery items are available from the school shop. All boarders are provided with a safe and feel that their belongings are generally well respected by their peers. [NMS 9]
- 3.8 A wide range of activities is available for boarders after lessons, including trips, societies, lectures, plays and sport, with a special programme on Saturday evenings and a limited programme on Sundays after chapel. The sports centre, including the swimming pool, is regularly open to boarders and there are safe areas where they can be alone. Pupils are encouraged to keep abreast of events in the world outside school through newspapers and the internet as well as the imaginative use of an annual quiz and assemblies. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 Arrangements for health and safety ensure that boarders are protected from harm. Since the previous inspection, risk assessments now cover all areas of the school and activities engaged in by the boarders, as well as visits and trips. Equipment is professionally checked at the required intervals. Boarding staff know and understand how to implement safe working practice and what to do should there be an incident. [NMS 6]
- 3.11 The school complies with all current legislation relating to fire safety, an improvement since the previous inspection. All house staff are fully involved in implementing fire prevention and are trained as fire marshalls. Checks on fire-fighting equipment take place at appropriate intervals. Fire drills are frequent and include those during boarding time. The necessary records are maintained. [NMS 7]
- 3.12 The school takes its responsibilities to safeguard pupils very seriously. The sub-warden is the designated person and has a fully-trained deputy. All staff are trained at the appropriate level for their responsibilities. Child protection and anti-bullying guidance forms part of the induction for prefects and new staff. A governor undertakes responsibility for monitoring the school's procedures and presenting arrangements to the governing body for annual review. [NMS 11]
- 3.13 A clear policy and rules to promote good behaviour and encourage respect between pupils and staff include rewards and are valued by both boarders and staff. Appropriate procedures combat bullying and boarders report that it is rare. Boarders agree that the scale of sanctions is appropriate to the misdemeanour and generally applied fairly. [NMS 12]
- 3.14 All appointments follow safer recruitment procedures and the single central register is correctly maintained. An appropriate written agreement informs family members of residential staff of their responsibilities and gives guidance on contact with the boarders. Visitors and outside contractors are not given unsupervised access to boarders or their accommodation. The school does not appoint guardians for overseas boarders but does monitor arrangements made by parents. [NMS 14]

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

- 3.15 The school meets all of the NMS under this section.
- 3.16 Boarding practice reflects the aims and principles of boarding clearly stated to parents, pupils and staff on the website and in pupil and staff handbooks. [NMS 1]
- 3.17 The residential and academic lives of pupils are appropriately managed and the sub-warden is responsible for all pastoral and boarding matters. Whilst individual houses have improvement plans, there is not currently a comprehensive boarding development plan. All teachers are boarding tutors and regular meetings with their tutees, as well as between staff, ensure that boarders' needs and progress are monitored. A pastoral care group meets each week to share and address concerns relating to particularly vulnerable pupils. Boarding staff undertake regular training in boarding and pastoral issues. Records are efficiently maintained and monitored by the sub-warden. [NMS 13]

- 3.18 Boarding staff have appropriate job descriptions, induction training and regular professional review. Whilst there is no expectation of involvement in boarding life for adult members of staff households, they are all properly checked and advised of their responsibilities. Boarders are appropriately supervised and confirm that they know who is responsible for them at any time and how to contact a member of staff in the house at night. Suitable systems help staff know the whereabouts of boarders and they understand how to implement the missing pupil policy should it be necessary. [NMS 15]
- 3.19 Boarders say that they do not experience inappropriate discrimination. The special educational needs coordinator and chaplain provide additional support for groups of pupils with particular needs and special arrangements are made to help boarders from overseas to settle. [NMS 16]
- 3.20 Boarders have ample opportunities to express their views, both informally and through more formal school and house councils. Their views are regularly sought through a range of questionnaires which the school uses to make improvements. Boarders feel that they are able to raise a concern in good faith without fear. [NMS 17]
- 3.21 The school has a clear complaints procedure, available on the website and in the boarders' handbook. [NMS 18]
- 3.22 Senior boarders take responsibility as house or school prefects. They play a prominent role in the life of the houses and take their duties seriously. Prefects receive suitable training and are supported through regular meetings with boarding staff and the sub-warden. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20 not applicable]