



**INDEPENDENT SCHOOLS INSPECTORATE**

**ST JOHN'S SCHOOL**

**BOARDING WELFARE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## St John's School

Full Name of School **St John's School**  
DfE Number **936/6070**  
Registered Charity Number **312064**  
Address **St John's School**  
**Epsom Road**  
**Leatherhead**  
**Surrey**  
**KT22 8SP**  
Telephone Number **01372 373000**  
Fax Number **01372 386606**  
Email Address **secretary@stjohns.surrey.sch.uk**  
Head **Mr Martin Collier**  
Chair of Governors **Mr Peter Hickson**  
Age Range **13 to 18**  
Total Number of Pupils **623**  
Gender of Pupils **Mixed (438 boys; 185 girls;)**  
Numbers by Age **13-16: 376 17-18: 247**  
Number of Day Pupils **Total: 474**  
Number of Boarders **Total: 149**  
**Full: 2 Weekly: 92 Flexi: 55**  
Inspection dates **09 Oct 2012 to 11 Oct 2012**

## PREFACE

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

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. 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 April 2009 and can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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

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

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

## **INSPECTION EVIDENCE**

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

### **Inspectors**

Mrs Gwen Caddock

Mr Alexander Tate

Reporting Inspector

Team Inspector for Boarding (Boarding  
Housemaster, HMC school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St John's School was founded as a boarding school for boys in 1851 when the vicar of St Mark's at Hamilton Terrace in London founded a school for the children of "poor clergy" which would provide choristers for his church. The school moved to its current location on a 50-acre estate in Leatherhead in 1872. Day boys were admitted in the 1970s and girls were first admitted to the sixth form in 1989. In 2010 girls joined the fourth form, both as day pupils and boarders and the school became fully co-educational in 2012. A small proportion of pupils are Foundationers (sons or daughters of Anglican clergy) who receive financial assistance, maintaining the tradition upon which St John's was founded.
- 1.2 The governance of the school is the responsibility of the Governing Council. The Council consists of up to 24 governors who are elected by other members of the Council. A comprehensive committee structure supports the Governing Council. The school is a body incorporated by Royal Charter, and a registered charity with the governors fulfilling the role of charitable trustees.
- 1.3 St John's aims to encourage every pupil to develop their intellectual curiosity and to develop a sense of leadership and of service. The moral and spiritual growth of each individual is central, so that he or she may face with confidence the challenges and opportunities of our society.
- 1.4 The school currently has 623 pupils (438 boys and 185 girls) with 247 pupils in the Sixth Form. There are 2 full and 92 weekly boarders. Currently, 55 pupils regularly board for two or three days a week; other day pupils board occasionally. Pupils are accommodated in three boarding houses, two for boys and one for girls. All houses take pupils throughout the age range of the school.
- 1.5 The majority of pupils live within travelling distance of the school, a very small number live further afield. Three pupils have English as an Additional Language (EAL) and one of these receives specialist help from the school. One pupil has a statement of special educational need. Currently 60 pupils receive learning support; and a further 90 pupils have identified learning needs or disabilities (SEND).
- 1.6 National Curriculum (NC) 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 equivalence are shown in the following tables.

School	NC name
Fourth form	Year 9
Lower fifth	Year 10
Upper fifth	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. Improve the frequency of formal reports from the medical centre to each boarding house regarding the treatment boarders have received.

### **(iii) Progress since the previous inspection**

2.3 The previous boarding welfare inspection was undertaken by Ofsted in April 2009. The report recommended that the school should improve medical care and records, the induction and support of new boarders, staff recruitment procedures and regular safeguarding update training, fire safety procedures, school food, the recording and monitoring of sanctions and ensure all accommodation is at the standard of the best. The school has fully implemented these recommendations.

### **3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS**

#### **3.(a) Boarding provision and care**

- 3.1 The school meets all the NMS under this section.
- 3.2 A comprehensive induction process includes a stay in the boarding house before boarders join the school, a full induction booklet and mentoring by trained Year 10 and Year 13 pupils. In their responses to the pre-inspection questionnaire, boarders and parents agreed that boarders have a wide range of staff that they can turn to for help. The school counsellor acts as an independent listener and contact details are displayed on notice boards with external help lines including the Children's Rights Director. [NMS 2]
- 3.3 The school has a full range of policies for medical care. The medical centre, with separate accommodation for boys and girls, is staffed 24 hours a day by qualified nurses. Weekly reports are sent to boarding houses for monitoring, but more regular updates to ensure continuity of care are not issued. Boarders have access to local specialist medical services but parents usually organise appointments. Detailed medical records are maintained and boarders can self-medicate with approval from the medical centre. Boarders are assured of confidentiality and their rights as patients are respected. [NMS 3]
- 3.4 Boarders can easily contact their parents either by phone or the internet. Appropriate internet safeguards are in place. The school educates pupils about cyber-safety and use, and prefects help to deliver the programme. [NMS 4]
- 3.5 Accommodation is comfortable, well maintained and clean. Rooms can be personalised and have convenient access to washrooms. Boarders say their privacy is respected and security measures do not intrude. The boarding house is for the sole use of boarders and day pupils respect their privacy. [NMS 5]
- 3.6 A varied menu caters for individual requirements. Appropriate standards of hygiene are maintained in the kitchen. In questionnaire responses a small number of pupils expressed dissatisfaction with the food provided. However inspection evidence does not support this; many boarders made favourable comments during interviews. Boarders can make hot drinks and toast in house kitchens where popular evening snacks are provided. [NMS 8]
- 3.7 Boarders say their possessions are safe, and if required house staff will look after money. The laundry service works quickly and efficiently, girls are able to do their own washing if they wish to. Personal items and stationary can be purchased in the Book Store. [NMS 9]
- 3.8 A wide-range of activities is available after school with an appropriate balance of activity and downtime after prep. Boarders enjoy a variety of communal areas for relaxing, playing games or quietly reading. Newspapers, magazines and TVs are provided. [NMS 10]

#### **3.(b) Arrangements for welfare and safeguarding**

- 3.9 The school meets all the NMS under this section.
- 3.10 The school has all the required policies and procedures to ensure the safety, health and welfare of boarders. Comprehensive risk assessments are undertaken, recorded and monitored. [NMS 6]



- 3.11 The school makes appropriate arrangements to guard against risk of fire. All appropriate training, drills and maintenance arrangements are carried out at the required intervals and recorded; including fire drills in boarding time. [NMS 7]
- 3.12 All staff receive regular child protection training and updates at the appropriate levels and intervals, including induction training for new staff. The policy, which is in line with locally agreed arrangements, sets out clearly defined roles and the responsibilities of staff are met in full. The school has effective links with the Local Authority Designated Officer (LADO) to ensure that boarders are safeguarded. The required safeguarding report and review is presented to and discussed by the governing body. [NMS 11]
- 3.13 The school has appropriate policies to promote good behaviour and to combat bullying. Staff and pupils understand these policies which are supported by work in personal, social and health education (PSHE): pupils of all ages say that they feel safe and that bullying is rare. In the questionnaire a small minority of boarders thought some teachers did not use rewards and sanctions fairly. The records show that sanctions are used proportionally and according to the school's guidelines; the rewards and sanctions system is currently under review. The policy on the restraint of pupils is appropriate but has never been used. [NMS 12]
- 3.14 The school has appropriate procedures to ensure the safe employment of staff and all required vetting checks are undertaken and recorded. The single central register of appointment of staff and governors holds the required information. Workmen in the school and visitors to the boarding houses are fully supervised. [NMS 14]

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

- 3.15 The school meets all the NMS under this section
- 3.16 A full statement of boarding principles and aims is published for parents, boarders and staff and is put into practice. [NMS 1]
- 3.17 The boarding management team use self-evaluation and action planning to underpin the development of boarding. Links between academic and pastoral staff support the tutors in mentoring their tutees. In the pre-inspection questionnaire parents highlight the quality of pastoral care as a crucial factor in the life of a boarder. Senior boarding staff are experienced; all have undertaken training in boarding as have many of the assistant and support staff. All required records are fully maintained. [NMS 13]
- 3.18 Staff have clear job descriptions, new staff undergo induction training and all staff are appraised. Contracts signed by the family members of resident staff set out their roles and responsibilities. Sufficient qualified and experienced staff ensure proper supervision of boarders. Detailed booking-out forms record the whereabouts of boarders and their phone numbers are kept in house phones so that contact can be made as needed. Staff are familiar with the procedure if a boarder is missing; however this procedure is rarely needed. At least one member of staff sleeps in each boarding house every night and boarders are confident that they can make contact if necessary. Appropriate guidance is adhered to about access to staff accommodation and contact between staff and boarders. [NMS 15]
- 3.19 Boarders do not experience discrimination within the boarding environment, and the care offered is sensitive to their varied needs, including those of boarders with SEND or EAL. [NMS 16]

- 3.20 The boarders' views are sought through occasional questionnaires. A number of pupil councils and boarders' committees represent the views of pupils to the senior team. Heads of school and houses meet regularly with senior staff. Boarders say they can talk to staff and that they are listened to. In questionnaire responses a number of boarders indicated that they did not think they could contribute their views. The inspection evidence does not support this concern. [NMS 17]
- 3.21 A full complaints procedure is in place for parents and records show that complaints at all levels are appropriately dealt with. [NMS 18]
- 3.22 Prefects undertake a full programme of training including safeguarding. The prefects are respected by the boarders; many pupils said they could go to a prefect with a problem. The Year 12 pupils are consulted as part of the process of selecting the school prefects. House staff monitor and support the work of the prefects. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20 not applicable]