



ISI Independent
Schools
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

ALL HALLOWS SCHOOL

JUNE 2018



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SCHOOL'S DETAILS

School College	All Hallows School			
DfE number	933/6019			
Registered charity number	722996			
Address	All Hallows School Cranmore Hall East Cranmore Shepton Mallet Somerset BA4 4SF			
Telephone number	01749 881600			
Email address	info@allhallowsschool.co.uk			
Headmaster	Dr Trevor Richards			
Chair of governors	Mr James Alexandroff			
Age range	3 to 13			
Number of pupils on roll	263			
	Boys	147	Girls	116
	Day pupils	230	Boarders	33
	EYFS	27	Juniors	154
	Seniors	82		
Inspection dates	20 to 21 June 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 All Hallows School is a Catholic independent day and boarding school for boys and girls aged between three and thirteen years. Boarders are accommodated in one house in the main building with separate sleeping areas for boys and girls. The school is governed by the All Hallows School Trust, and governors of the school are the directors of the company and the trustees of the charity. The school was founded in 1938 and was located on two previous sites before settling at the current site in 1946.
- 1.2 Since the previous inspection, the school has provided a new creative centre, library and cricket pavilion, and developed outdoor learning spaces for the Early Years Foundation Stage (EYFS). The current headmaster has been in post since January 2017.

What the school seeks to do

- 1.3 The school aims to provide a secure, happy and inclusive community, based on the teachings of the Catholic faith, where children can develop the inner confidence and self-esteem necessary to flourish in our rapidly changing world and thrive as adults in the future.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds and ethnic groups, the largest of which is white British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 75 pupils as having special educational needs and/or disabilities, 48 of whom receive additional specialist help. Their needs range from difficulties such as dyslexia and dyspraxia, to autistic spectrum disorder and behavioural needs. The school supports one pupil with an education, health and care plan. English is an additional language for 17 pupils, all of whom receive additional support for their English. In accordance with the school's ethos to personalise learning, specific provision is made for the most able pupils, as well as for those pupils with particular talents in art, drama, creative design, music and sport.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; some health and safety requirements are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 Fire drills are regularly undertaken, including in boarding time, staff are trained in fire evacuation and the use of extinguishers, and visitors are provided with fire safety information. Not all the recommendations of the most recent fire risk assessment have been actioned in a timely manner although the leadership team has started to address this. Review of this risk assessment and action to reduce risk was not completed by the due date. As a result, fire arrangements in the school, including in the boarding house, have not been maintained to a suitable standard, in particular maintenance of signage, and equipment checks. The appointed fire safety officer lacks sufficient training, experience or knowledge. The standard on fire safety (NMS 7) is not met and represents a failure to safeguard boarders.

2.10 The standards relating to welfare, health and safety in paragraphs 6 and 7, 9-11 and 13-15, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-4, 9-12 and 15 and 16 are met. Those in paragraph 12 [compliance with the Regulatory Reform (Fire Safety) Order 2005] and in NMS 7.1 [fire precautions], and in paragraph 16(b) and NMS 6.3 [taking appropriate action following the identification of risk], and for the same reason paragraph 8(a) and (b), are not met.

Action point 1

- the school must ensure that it meets the requirements of the Regulatory Reform (Fire Safety) Order 2005, in particular that fire extinguishers are checked and certified annually by competent persons and that fire signage and equipment is maintained effectively in all areas, including in boarding [paragraph 12; NMS 7.1 and for the same reason paragraph 8(a) and (b)]

Action point 2

- the school must ensure that the appointed fire safety officer has sufficient training, experience and knowledge to assist in taking preventive and protective measures, including firefighting and evacuation [paragraph 12]

Action point 3

- the school must ensure that appropriate action is taken to reduce risks that are identified through risk assessment, including those for fire [paragraphs 12 and 16; NMS 7.1 and 6.3 and for the same reason paragraph 8(a) and (b)]

PART 4 – Suitability of staff, supply staff, and proprietors

2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. Acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders.

2.14 Accommodation and facilities provided are not maintained to a standard such that, so far as is reasonably practicable, the safety and welfare of pupils, including boarders, is ensured.

2.15 The standards relating to the premises and accommodation [paragraphs 22-24 and 26–31] and NMS 5 are met, but those relating to maintenance, including in boarding [paragraph 25 and NMS 6.2] are not met.

Action point 4

- the school must ensure that the premises, accommodation and facilities provided therein, including in boarding, are maintained to a standard such that, so far as is reasonably practicable, the safety and welfare of pupils are ensured [paragraph 25; NMS 6.2]

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are consistently met.
- 2.22 The standards relating to leadership and management actively promoting the well-being of pupils in sub-paragraph 34(c) and NMS 13.1 and 2 and 13.5 and 6 are met but those in sub-paragraphs 34(a) and NMS 13.3 [knowledge and skills], and 34(b) and NMS 13.4 [fulfilment of responsibilities], are not met.**

Action point 5

- **the school must ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are consistently met [paragraph 34(a) and (b); NMS 13.3 and 13.4]**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Diane Gardiner

Reporting inspector

Mrs Elizabeth Bell

Compliance team inspector (Bursar, IAPS school)

Mr Christopher Webster

Team inspector for boarding (Deputy head, IAPS school)