



ISI Independent
Schools
Inspectorate

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

**AMPLEFORTH COLLEGE
MARCH 2018**



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SCHOOL'S DETAILS

College	Ampleforth College			
DfE number	815/6006			
Registered charity number	1063803			
Address	Ampleforth College Ampleforth York North Yorkshire YO62 4ER			
Telephone number	01439 766000			
Email address	admin@ampleforth.org.uk			
Head	Father Wulstan Peterburs			
Chair of governors	Mrs Claire Smith			
Age range	13 to 19			
Number of pupils on roll	564			
	Boys	355	Girls	209
	Day pupils	89	Boarders	475
	Seniors	307	Sixth Form	257
Inspection dates	7 to 8 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Ampleforth College is a Roman Catholic co-educational boarding and day school situated in Ampleforth, North Yorkshire, adjacent to the Benedictine Ampleforth Abbey. It educates pupils from the ages of 13 to 19, most of whom are boarders. The school, together with its preparatory school three miles away, is administered by the St Laurence Education Trust, a wholly owned subsidiary of the Ampleforth Abbey Trust. Most pupils in the school board in one of ten boarding houses; three for girls and seven for boys. The boarding houses are located on the school site and are for mixed ages. All housemasters and housemistresses are lay persons. The previous ISI inspection was in March 2017 and the previous boarding inspection was in January 2016. Since the previous inspection, a new head was appointed in September 2016 and a new chair of governors in September 2017.

What the school seeks to do

- 1.2 The aims of Ampleforth College derive from the Rule of St Benedict. The school aims to share with families the spiritual, moral and intellectual formation of their children and to invite pupils through the Catholic and Benedictine tradition into a life of faith. It seeks to work for excellence in all endeavours, to promote a love of learning and to pursue the truth.

About the pupils

- 1.3 Pupils come from families with a range of professional backgrounds in Britain and abroad, predominantly from Europe and South America. No pupil has an education, health and care plan or statement of educational needs. There are 163 pupils who have been identified as having special educational needs and/or disabilities, 20 of whom receive additional specialist help. English is as an additional language for 153 pupils, of whom 86 receive support for their English.

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. 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools.
- 2.4 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 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.
- 2.7 The standard 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

- 2.8 Arrangements are made to ensure good behaviour is promoted; bullying is prevented so far as reasonably practicable and provision is made for first aid. Pupils on a day to day basis are properly supervised; admission and attendance registers are maintained as required, and a disability access plan is in place. Arrangements are made to promote aspects of health and safety relating to fire safety. 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.
- 2.9 Arrangements to safeguard the pupils are not all secure or well managed. The school has a suitable safeguarding policy, but this is not fully implemented with regard to making referrals to statutory bodies for safeguarding; in the arrangements for training of staff in safeguarding; in the accuracy of recording safeguarding issues; and in safe recruitment of staff. The school does not have due regard to the guidance of the Secretary of State, *Keeping Children Safe in Education* (KCSIE) on allowing the DSL sufficient time to fulfil the role effectively, and there is confusion about the division of responsibilities between deputy designated safeguarding leads. Staff recruitment to safeguard pupils does not follow its own stated procedures for checking the suitability of staff with sufficient rigour, with regard to checks of barred lists, prohibition from teaching and/or management, and the seeking of references before appointment is confirmed. Governance and leadership have not ensured that effective systems are in place to monitor safeguarding procedures on the school site to ensure the safety of the pupils.

- 2.10 The management of health and safety does not ensure that appropriate action is taken to reduce risks that are identified by providing clear roles of responsibility for risk management, and ensuring that suitable risk assessments are in place and are regularly reviewed and monitored. Risk assessments do not always ensure that pupils are appropriately supervised during events organised by the Abbey.
- 2.11 The standards relating to welfare, health and safety in Part 3; paragraphs 7(a) and (b), 8(a) and (b), 11 and 16; and NMS 6, 11 and 14 are not met.

Action point 1

- the school must ensure that the safeguarding policy is implemented effectively with regard to: referrals of safeguarding issues and concerns to statutory bodies; the training of staff; and the keeping of detailed documentation of safeguarding concerns [paragraphs 7(a) and (b); 8(a) and (b); and NMS 11]

Action point 2

- the school must safeguard pupils by ensuring it fully implements its stated procedures for recruitment and checking the suitability of staff and has due regard to the guidance of *KCSIE*, particularly in terms of barred list and prohibition from management checks and the seeking of qualifications and references [paragraphs 7(a) and (b); 8 (a) and (b); and NMS 14.1]

Action point 3

- the school must ensure that it identifies the risks associated with the safeguarding of pupils and takes appropriate action to reduce those risks and ensure that appropriate supervision is in place [paragraphs 7(a) and (b); 8(a) and (b), 16; and NMS 6.1 and 6.3]

Action point 4

- the school must ensure that the risks relating to all school trips in which pupils participate are suitably identified, assessed and mitigated. [paragraphs 11 and 16]

Action point 5

- the school must ensure that the DSL has sufficient time and resources to fulfil her role effectively [paragraphs 7(a) and (b)]

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

- 2.12 Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The school makes appropriate checks to ensure the suitability of the majority of staff for appointment and completes a single central register to record appointments. Qualifications checks are not always completed for staff before the appointment is confirmed and not all supply staff have been confirmed as having prohibition from teaching checks. The single central register of appointments is not always suitably maintained.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18, 19 and 21 and NMS 14 are not met.**

Action point 6

- **the school must ensure that all required checks are completed before an individual takes up employment and these checks are accurately recorded in the single central register [paragraph 18(2)(c)(iv), 18(2)(f), 18(3); paragraph 19(2)(a)(i), 19(2)(d)(i); paragraph 21(3)(a)(iii) and (iv), 21(3)(b), 21(5)(a)(i); and NMS 14.1]**

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate but drinking water is not always suitably labelled. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are not met.**

Action point 7

- **the school must ensure that drinking water is clearly labelled [paragraph 28(1)(c)]**

PART 6 – Provision of information

- 2.17 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.
- 2.18 The standard 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

2.19 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.

2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.21 The governors do 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 and, therefore, do not actively promote the well-being of the pupils.

2.22 The standards relating to leadership and management of the school [paragraph 34(1)(a), (b) and (c)] and NMS 13 are not met.

Action point 8

- **the governors must ensure that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities for the well-being of pupils, in particular in matters arising from the proximity of the college to the Abbey [paragraph 34(1)(a), (b) and (c) and NMS 13]**

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 the chair of governors and one other trustee, and attended house and form meetings. Inspectors visited boarding houses and 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 Maureen Bradley	Reporting inspector
Mr Richard Johnson	Accompanying inspector
Miss Sarah Hughes	Compliance team inspector, (Head of senior school, GSA school)
Mrs Sally Cunliffe	Team inspector for boarding (Former senior housemistress, HMC school)
Mr Andrew Lee	Team inspector for boarding (Former senior master, HMC school)
Miss Margaret Pepper	Team inspector for boarding (Former deputy head, HMC school)