



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE INSPECTION**  
**FOR SCHOOLS WITH RESIDENTIAL PROVISION**  
**RYE ST ANTONY SCHOOL (OXFORD)**

**FEBRUARY 2017**



## School's details

<b>School</b>	Rye St Antony school			
<b>DfE Number</b>	931/6070			
<b>Registered charity number</b>	309685			
<b>Address</b>	Rye St Antony School Pullen's Lane Oxford Oxfordshire OX3 0BY			
<b>Telephone number</b>	01865 762802			
<b>Email address</b>	headmistress@ryestantony.co.uk			
<b>Headmistress</b>	Miss Alison Jones			
<b>Chair of governors</b>	Mrs Hilary Stafford Northcote			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	325			
	<b>Boys</b>	38	<b>Girls</b>	287
	<b>Day pupils</b>	273	<b>Boarders</b>	52
	<b>EYFS</b>	24	<b>Prep</b>	73
	<b>Seniors</b>	171	<b>Sixth Form</b>	57
<b>Pupils' ability</b>	<p>In the junior school, the school does not use nationally standardised tests. However, its own assessment indicates that the ability of pupils is above average.</p> <p>In the senior school, nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average.</p>			
<b>Pupils' needs</b>	<p>The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 88. They require support with dyslexia and a range of other needs. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. There are 50 pupils who have English as an additional language (EAL), 20 of whom receive additional support.</p>			

<b>History of the school</b>	The Catholic school was founded in central Oxford in 1930 and moved to its present site in 1939.
<b>Ownership and governing structure</b>	The school is a charitable trust managed by a board of fourteen governors, five of whom are trustees of the charity.
<b>School structure</b>	The school is structured into four departments: the early years foundation stage (EYFS), prep school (years 1 to 6), senior school (year 7 to 11), and sixth form (years 12 and 13).
<b>Other useful information</b>	<p>The school caters for boys aged up to 11 years and for girls up to the age of 18.</p> <p>Boarding is offered to girls aged eight years and over. The school does not arrange any educational guardians or lodgings.</p>
<b>Inspection dates</b>	31 January to 1 February 2017

## 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. The inspection may be of COMPLIANCE ONLY or 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, following their inspection 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 and any qualitative concerns identified at their previous inspection.

**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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## **SUMMARY EVALUATION**

**The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, the relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1**

#### **Quality of education provided**

In the junior school, the school uses its own framework to determine attainment, instead of the national framework.

At GCSE in the years 2013 to 2015, performance has been above the national average for maintained schools.

In the sixth form, A-level results in the years 2013 to 2015 have been above the national average for sixth formers in maintained schools.

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.

**The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2**

#### **Spiritual, moral, social and cultural development of pupils**

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.

**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**

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; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

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.

**The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

### **PART 4**

#### **Suitability of staff, supply staff, and proprietors**

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.

**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**

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical needs are provided. The premises are maintained to a standard commensurate with health and safety; 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, and safeguards and promotes their welfare.

**The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6**

### **Provision of information**

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.

**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**

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.

**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**

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and 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.

**The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



## **ABOUT THE INSPECTION**

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

### **Inspectors**

Mr Richard Mannix	Reporting inspector
Mrs Clare Moore	Compliance team inspector (Compliance head, HMC school)
Miss Margaret Connell	Boarding team inspector (Former principal, GSA school)