

## Report for a Progress Monitoring Visit

<b>School name</b>	Ampleforth College
<b>DfE number</b>	815/6006
<b>Registered charity number</b>	1063808
<b>Address</b>	Ampleforth College Ampleforth York North Yorkshire YO62 4ER
<b>Acting Head</b>	Miss Deirdre Rowe
<b>Chair of governors</b>	Mrs Claire Smith
<b>Date of visit</b>	19 November 2018

## 1. Introduction

### Characteristics of 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 years, most of whom are boarders. The school, together with its preparatory school three miles away, is administered by the St Laurence Education Trust (SLET), which has been a sister charity to the Ampleforth Abbey Trust (AAT) since October 2018. There were 543 pupils on roll at the time of the visit; 334 boys and 209 girls. Most pupils in the school board in one of nine boarding houses; three for girls and six for boys. The boarding houses are located on the school site and are for mixed ages. No pupil has an education, health and care plan or statement of special 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. All housemasters and housemistresses are lay persons. The previous ISI inspection was in March 2018, although a visit was conducted in June 2018 in response to a request to make a material change, which would have entailed moving the preparatory school to the main school site.

### Purpose of the visit

1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to review and check the school's compliance with all of the regulations and standards which the school failed to meet at its previous inspection in March 2018, and which were outlined in the report of that inspection and DfE's notice of 11 May 2018. The visit also checked compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2015 (NMS) and, in addition, sought clarification on the impact of the relationship between the St Laurence Education Trust, as proprietor, and the Ampleforth Abbey Trust on the ability of the school to make arrangements to safeguard and promote the welfare of pupils.

Regulations which were the focus of the visit	Team judgements
Part 3, paragraphs 7(a) and (b); 8(a) and (b); NMS 11 (safeguarding)	<b>Remain unmet</b>
Part 3, paragraphs 11 and 16; NMS 6.1 and 6.3 (risk assessment on trips)	<b>Met</b>
Part 3, paragraph 14; NMS 15.5 and 15.6 (supervision of pupils)	<b>Not met</b>
Part 4, paragraph 18(2)(c)(iv), 18(2)(f), 18(3); 19(2)(a)(i), 19(2)(d)(i); 21(3)(a)(iii) and (iv), 21(3)(b), 21(5)(a)(i); NMS 14.1 (suitability of staff)	<b>Met</b>
Part 5, paragraph 28(1)(c) (labelling of drinking water)	<b>Met</b>
Part 6, paragraph 32 (provision of information)	<b>Met</b>
Part 7, paragraph 33; NMS 18 (handling of complaints)	<b>Met</b>
Part 8, paragraph 34(1)(a)(b) and (c); NMS 13 (leadership and management)	<b>Remain partially</b>

	<b>unmet</b>
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## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11]**

#### **Safeguarding policy**

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### **Safeguarding implementation**

- 2.3 The school does not meet the standards.
- 2.4 The school does not implement the safeguarding policy effectively with regard to child protection, within its wider context of the supervision of vulnerable pupils. Routines and checks are in place to control access to pupils by visitors and residents of the Abbey who have not been authorised by the school. The designated safeguarding lead (DSL) and his deputies have received suitable up-to-date training, and there is a close working relationship with the local children's services, the local authority designated officer and the police. The interim management arrangements ensure that there is suitable oversight by the trustees of current child protection issues. A new system of recording concerns about pupils ensures that recording and monitoring of issues is effective. Pupils have access to a range of support. Staff have up-to-date training and understand the whistleblowing policy and the staff code of conduct. All monks authorised to have contact with pupils receive full training in safeguarding procedures.
- 2.5 The planned arrangements to manage and monitor safeguarding issues reflect a suitable awareness of safeguarding risks, notably those related to the presence of un-checked adults in the adjacent Abbey. It is envisaged that trustees will be able to make decisions about the safeguarding of pupils independent of any potential counter views and the local safeguarding agencies will be involved in any decisions. However, whilst significant progress has been made since the previous inspection, these arrangements are not fully complete, or tested in practice.
- 2.6 Although most procedures are being followed, the checking of the whereabouts of pupils has not been rigorous, and the time taken to alert senior leaders increased the safeguarding risk to the absence of a vulnerable pupil.

### **Welfare, health and safety of pupils – supervision [ISSR Part 3, paragraph 14; NMS 15]**

- 2.7 The school does not meet the standards.
- 2.8 The school has clear written protocols for checking the whereabouts of boarders. However, these are not always implemented rigorously, and unexplained absences are not communicated immediately to senior staff. Once triggered, the school's missing pupil procedures are comprehensive, and there is prompt communication with parents, the police and other external agencies.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraphs 11 and 16; NMS 6]**

- 2.9 The school meets the standards.
- 2.10 Risk assessments are drawn up carefully, and staff report that they have been well trained to identify areas of risk to pupils. Documentation for visits abroad is meticulous. The assessment for the annual pilgrimage to Lourdes recognises the need to ensure the suitability of adults, the emotional demands on pupils and the heightened safeguarding issues. The effectiveness of risk assessments is formally analysed after return.

**Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 14]**

- 2.11 The school meets the standards.
- 2.12 The school makes all the necessary checks for the suitability of all staff, contractors, trustees and residents of the Abbey who have access to pupils, in line with the regulations and the requirements of statutory guidance. All checks are made before appointment unless the enhanced disclosure from the DBS is delayed, in which case a barred list check is undertaken, and supervision arrangements are put in place. Suitable checks are made of other visitors after assessment of risk by the DSL. The Abbey has discontinued its wayfarer policy and, hence, there is no longer a risk to pupils from unchecked adults on site. The dates of checks are recorded on one single central register, and the information reflects documentation seen in staff files.

**Premises and accommodation – drinking water [ISSR Part 5, paragraph 28]**

- 2.13 The school meets the standard.
- 2.14 All water suitable for drinking is appropriately labelled.

**Provision of information [ISSR Part 6, paragraph 32]**

- 2.15 The school meets the standard.
- 2.16 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 18]**

- 2.17 The school meets the standards.
- 2.18 Complaints are dealt with in line with procedures outlined in the school's complaints policy and within the time frame stipulated therein. When a complaint reaches the formal stage, complainants are kept informed of progress and, within the time frames allowed by holidays, a panel is convened to hear complaints that have reached the second of the formal stages. The composition of the panel is in line with the school's published policy. Findings are communicated to the complainant within the time frame outlined, and findings are available to be inspected. The school reviews each complaint and records action taken, whether or not the complaint is upheld.

**Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 13]**

- 2.19 The school does not meet the standards.
- 2.20 The school has given high priority to ensuring that those holding and those to be appointed to leadership and management roles demonstrate good skills and knowledge.
- 2.21 The interpretation of the formal agreement between the current members of the St Laurence Education Trust and the Ampleforth Abbey Trust strengthens the awareness of risk, enabling those with oversight of safeguarding arrangements to fulfil their responsibilities to be more effective. However, in spite of significant progress, key appointments have yet to be made, and the final arrangements agreed and fully embedded, hence they have yet to fulfil their responsibilities effectively, so that the Independent School Standards are met consistently.
- 2.22 In addition, supervision procedures have not always been followed and, as a result, safeguarding practice has not always been secure. As a consequence of this, and the fact that the school's senior leadership had not formally investigated a particular safeguarding incident in a timely manner, the leadership and management do not demonstrate the skills needed to promote the welfare of pupils.

### 3. Regulatory action points

The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and National Minimum Standards for Boarding Schools 2015 and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 3, Welfare, health and safety, paragraphs 7 and 8; NMS 11**

- Ensure the welfare and safety of boarders by improving the implementation of safeguarding procedures, particularly those relating to the supervision of vulnerable pupils. [paragraphs 7(a) and (b), 8(a) and (b); NMS 11]

#### **ISSR Part 3, Welfare, health and safety, paragraph 14; NMS 15**

- Ensure that procedures for knowing the whereabouts of boarders are stringently followed [paragraph 14; NMS 15.5 and 15.6]

#### **ISSR Part 8, Quality of leadership and management, paragraph 34; NMS 13**

- Finalise and embed the new arrangements for the governance of the school, in particular those aspects relating to the management of safeguarding [paragraph 34(1)(b) and (c); NMS 13.1]
- Promote the well-being of pupils by ensuring that action is taken immediately to address identified shortcomings in the implementation of safeguarding procedures [paragraph 34(1)(b) and (c); NMS 13.4 and 13.5]

## 4. Summary of evidence

### Written materials

- Safeguarding policy
- Records of staff training with particular reference to safeguarding, bullying and the promotion of good behaviour
- Code of conduct for staff
- Staff recruitment policy
- Single central register of appointments and staff files
- Health and safety policy linked to risk assessment policy
- Sample of risk assessments
- Missing student policy
- Detailed action plan following previous inspection
- Complaints file
- Records of safeguarding and communication with external agencies
- Records of serious incidents
- Behaviour and sanctions records
- Risk assessments on members of the Abbey and other visitors
- Framework agreement between the SLET and the AAT
- Draft terms of reference between the safeguarding committee and the safeguarding commission

### Meetings with school personnel

- Introductory meeting with the acting head – to discuss arrangements for the day and to provide initial thoughts on areas specified as focus for the visit
- Meeting with the DSL – to discuss implementation of the safeguarding policy and training
- Meeting with the DSL equivalent for the Abbey
- Meeting with trip leaders – to discuss implementation of risk assessments
- Meeting with those responsible for carrying out staff recruitment checks – to review the school's recruitment procedures, to scrutinise the single central register of appointments and to check staff recruitment files
- Meeting with the acting head – to discuss complaints
- Meeting with the chair of the SLET and person advising on governance
- Telephone call with the interim manager in role as acting designated safeguarding trustee
- Meeting with the Prior administrator – to discuss Abbey safeguarding issues and new governance arrangements



### **Activities on site**

- Further scrutiny and evaluation of implementation of policies and documentation (as detailed above)
- Tour of the school to view separate areas common and separate for the school and the Abbey and those accessible to public
- Interviews with boarders in Years 12 and 13
- Meeting of inspectors
- Liaison with prep school inspectors re safeguarding and governance issues