

inspection report

Boarding School

Ampleforth College

Ampleforth

York

North Yorkshire

YO624ER

20th September 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Ampleforth College

Address

Ampleforth, York, North Yorkshire, YO624ER

Tel No:

01439 766000

Fax No:01439 766000

Email Address

admin@ampleforthcollege.
org.uk

Name of Governing body, Person or Authority responsible for the school

St Laurence Education Trust

Name of Head

Father Gabriel Everitt

CSCI Classification

Boarding School

Type of school

Day/Boarding

Date of last boarding welfare inspection

9/3/04

Date of Inspection Visit		20th September 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mr Michael McCleave MBE	076193
Name of CSCI Inspector	2	Mrs. Monica Hargreaves	
Name of CSCI Inspector	3	Mr. David Martin	
Name of CSCI Inspector	4/5/6	Ms. Chris Taylor Ms. Bridgit Stockton Mr. Darren Hobson	
Name of Boarding Sector Specialist Inspector (if applicable):		Mr. Stephen Bunney	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR. PETER GREEN	

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Ampleforth College.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspectors' findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.
<p>Ampleforth College is owned and run by the Catholic Benedictine Community of Ampleforth Abbey.</p> <p>The College comprises of several spacious buildings located in a valley below the North Yorkshire Moors. The boys and girls are provided with an academic, religious and moral education within a Christian setting. Although the College follows the Roman Catholic faith students of other religious backgrounds are admitted.</p> <p>The majority of the students are boarders who live in ten boarding houses, and there are a small number who attend the College on a daily basis.</p> <p>An extensive range of sporting and other activities are available to the students. The College has a modern well equipped sports centre and playing fields.</p>

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

There is proactive leadership from the Head and Second Master in respect of boarding welfare for the students.

There is clear guidance for staff covering crisis management and risk assessment.

The College is very well resourced and an extensive range of extra curricular activities is provided. These are appropriately assessed and supervised.

There is wide a range of staff and external people to whom the boarders can turn for pastoral care support and guidance.

Staff interviewed had a clear understanding of the child protection procedures in place at Ampleforth.

The College promotes a strong sense of community and concern for others within the college community and beyond.

There has been a positive improvement in staff recruitment procedures which now exceed the required standard.

Parents consulted were very positive about the care and education provided by the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The shower facilities in some houses do not provide sufficient levels of privacy, and the decorative fabric of these areas needs to be improved.

While the system within houses are satisfactory, there is a need to introduce and consider pupil comments on features of the quality of boarding provision across the whole school.

The security of access to all the houses needs to be consistent across the campus.

Arrangements for privacy for boarders who are ill and in the Infirmary need to be improved, and an effective call system should be installed close to each bed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Ampleforth College provides an academic environment based on the Rule of St. Benedict, giving the College a distinctive character. Staff interviewed at the time of the inspection cooperated fully and demonstrated a willingness to learn and to further improve boarding practice from this process. It was evident that they took their responsibilities for the welfare of the boarders seriously.

Although the report highlights the need for improvements in the refurbishment of some house facilities, it is acknowledged that there is a major programme currently in place to bring all the boarding facilities up to the required standard. It is hoped that this process is sustained and successfully concluded.

The boarders who met with the inspectors were open and confident in expressing their views about life at the College, and apart from the issues that relate to practical areas such as building work required, they reported positively on the supportive environment they experience within their houses and wider school setting.

Information received from parents confirmed that they have confidence in the staff who care for their children. Parents clearly indicated that the academic reputation the moral and spiritual environment are important factors in their choice of Ampleforth for the education of their children.

The earlier inspections conducted during the week commencing 9 March 2004, laid out a number of Recommendations for the College to implement. It is to the credit of the management and staff concerned that these have all been fully addressed.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

N/A

[illegible]

YES

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS16	A call alarm should be installed next to the beds in the infirmary so that boarders who are unwell are able to readily summon staff assistance by day or night.	31/12/04
2	BS41	The College should ensure appropriate security arrangements are in place across all the Houses.	31/12/04
3	BS44	The showering facilities in some of the Houses should be improved to ensure that privacy is not compromised.	1/9/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS48	Portable screens should be provided to ensure the privacy of boarders in the infirmary especially when receiving care or treatment.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	NO

Date of Inspection	20/9/04
Time of Inspection	0930
Duration of Inspection (hrs.)	156
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

13

TO

18

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**Boys**

436

Girls

73

Total

509

Number of separate Boarding Houses

10

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
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"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence	Standard met?	3
The College Prospectus and other publications available to students, staff and parents cover the aims and organisation of boarding, admission criteria, facilities, welfare support services and these contain adequate information to reflect the boarding practice at the College.		

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence	Standard met?	3
There is a policy in place that clearly indicates bullying in any form will not be tolerated at the College. The boarders spoken to do not identify bullying as being an issue and the questionnaires received appeared to confirm this. Staff seen by the inspectors demonstrated a positive approach to being alert to the possibility of any bullying that might take place. The house and school Monitors (Prefects) have an important role in dealing quickly with any situation that could lead to any unfair behaviour being perpetrated towards any boarder.		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	95.6	%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

3

The College has responded to the previous recommendations in respect of improving the approach to child protection. Training is now in place for staff including ancillary staff, and for staff training days set aside each term, child protection is now a major feature. Staff interviewed by inspectors indicated an understanding of the procedures to follow. The Second Master is the Child Protection Coordinator for the College and it was confirmed that College Monitors (Prefects) have child protection included in their induction training. Whistleblowing and Missing Person policies are now in place, and available to staff. Staff interviewed were aware of these policies.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence**Standard met?**

3

There is a written policy on discipline, punishments and restraint. These documents were seen and found to be appropriate. All staff spoken to were aware of these and boarders reported that overall sanctions are administered fairly. There was no evidence of any idiosyncratic punishments used by staff or boarders. Records examined contained information about those boarders who had contravened the College rules on issues such as smoking and details the level of sanction administered. In these particular instances the sanction is a fine. The previous inspection made an advisory recommendation that steps should be taken to ensure that the policy relating to behaviour discipline and the use of punishments is uniform across boarding houses. Based on discussions with boarders, house staff and information from the boarders' questionnaires, the inspectors were satisfied that as far as was practical this is now the current practice. A uniform approach to sanctions is promoted in the record monitoring activities of the Second Master.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence**Standard met?**

3

The College has a Complaints Procedure and this is included in the Parent's and Boarder's Handbook. The Second Master is responsible for coordinating any complaints and to ensure that these are properly responded to. It was evident from discussion with the Second Master that any issues or concerns from parents or boarders would be responded to at an informal level in order to seek a resolution. Parents reported that they had full confidence in the staff to deal with any complaints professionally and efficiently.

Number of complaints, if any, received by CSCI about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence**Standard met?****3**

The boarders and their parents are given a comprehensive College Health handbook that covers a wide range of subjects relating to health matters and how to seek appropriate advice and guidance. Boarders indicated that they were aware of how to access professional assistance for any health concerns. Personal, social and health education (PSE) is provided as part of the academic timetable during the college day. This covers age appropriate advice and guidance on issues such as alcohol, illegal substances and solvent abuse, smoking, sex education, HIV and sexually transmitted diseases.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence**Standard met?****3**

A sample of boarders' health records were seen. These were appropriately maintained and kept in a secure cabinet within the infirmary. The records included identification of the persons with parental responsibility for the boarder, contact details and any specific details about medication being taken by the boarder.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

The governance of the College is the responsibility of the Abbot who is supported by the Abbot's Council and Chapter of the Benedictine Community of Ampleforth Abbey. The Council is assisted by a lay Advisory Group. The Abbots Council provides the strategic framework for the College. The Second Master provides the leadership for all aspects of boarding operations at the College. All the House Mistresses/Masters are accountable to the Second Master who meets with them on a weekly basis. Each House Master has a computer link to the Second Master and therefore information to and from the Second master is quickly relayed. The Second Master meets on a regular basis each term with all the House Mistresses/Masters to discuss and assess boarding issues.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence

Standard met?

3

The comprehensive Crisis Management Procedure clearly outlines planned responses to a range of major incidents. Staff consulted were aware of their responsibilities in responding to incidents that would affect the welfare of the boarders.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence**Standard met?****3**

The organisation and leadership within the boarding houses is satisfactory and each House Mistress/Master spoken to during the inspection demonstrated a clear understanding of their responsibilities. All have an assistant, most of whom are resident and tutors from the academic staff complete the management team in each House. The quality of the accommodation varies depending on the age of the House. The new buildings provide modern facilities and spacious communal areas. The Procurator confirmed that a number of other Houses have, or are scheduled for refurbishment as part of a rolling programme that will ensure all the boarding accommodation is upgraded by September 2008.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?****4**

The College offers the boarders an extensive range of activities and these are all listed in the Ampleforth Activities Handbook. Boarders are expected to choose at least two activities from this list. Examples of the range of activities offered to boarders include membership of the cadet forces, Duke of Edinburgh's Award, outdoor and indoor sports, gliding and climbing, the poetry society, wood turning, music, drama, critical thinking, debating, graphic design, Amnesty International. The boarders rated the activities as a very positive feature of the College.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?****3**

The House Monitors meet with the House Mistress/Master once a week to discuss house issues raised by the boarders. The Ampleforth Newsletter is used by boarders to air general views about life at the College. A Food Council is in place where boarders can raise issues about the meals served. The acting Head Chef said he would like to develop a more robust method for obtaining boarders' views using a quality assurance survey about the meals provided. Boarders consulted generally supported this idea.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence**Standard met?**

3

The College Monitors assist the House Mistress/Master in routine matters around the House. They are selected by the House Mistress/Master on the basis of their suitability for the duties and responsibilities of the role. They can administer limited sanctions such as to order a boarder to pick up litter or to write up to 200 lines. All the Monitors are provided with training to equip them for their role and they are given a clear set of guidelines outlining their responsibilities. Boarders spoken to indicate that the Monitors fulfil their role appropriately and there is no evidence to show that any abuse their powers. However, it is important that the Second Master and House Mistresses/Masters ensure that there is consistency across all the houses as an integral part of their monitoring processes.

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence**Standard met?**

4

The boarders are provided with a list of appropriate contacts and agencies both within and outside the college of adults who they can contact for help or advice. This information is located in the Blue Book issued to all boarders every year. There is a qualified counsellor employed full time at the College. The first point of contact for advice and guidance is generally the Matron or Housemistress/Master. The welfare and care of the boarders is a high priority at the College and a management group meets each term to review the framework for the care and support to boarders. Membership of this group comprises of the Second Master, infirmary and medical staff, the College Psychiatrist and College Counsellor. The College prospectus states that “ any Ampleforth student who needs help or advice will always find in the school a source of adult support and strength”. Boarders spoken to were confident that they knew where to seek appropriate support if required.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

3

The Matrons are all trained in First Aid and certificates were seen. The infirmary nursing staff are qualified (RGN). Two General Practitioners from a practice in Helmsley who act as the School Medical Officers and a surgery is held at the infirmary every day. The boarders can choose whether they wish to see a male or female doctor. All medications held at the infirmary are kept in secure conditions as are the household medicines held by the Matron in the boarding house.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

Any boarder who needs to stay over in the infirmary is always under the supervision of a qualified nurse. The facilities seen are of a high standard and up to 8 boarders can be accommodated. The health records examined were seen and they were appropriately maintained. Although an unwell boarder would be regularly checked and their condition monitored, it would improve the facility at the infirmary if a bedside call alarm were installed next to each bed.

See Recommended Action from this inspection no 1.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence**Standard met?**

3

The College has appropriate resources in place to deal with health or personal problems being experienced by boarders. There is an extensive list of contacts in the Blue Book, and the Matron would in most cases be the first port of call. Where required a member of staff would be responsible for preparing a welfare plan and this would be agreed with parents. At the time of the inspection there were no special welfare plans for any particular boarder.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

There was no evidence of discrimination experienced by boarders. Those boarders whose first language is not English are given extra tuition as required.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence**Standard met?**

4

Boarders can use the public telephones installed in each of the boarding houses to contact family or friends. Those boarders who met with the inspectors confirmed that they have their own mobile phones and would prefer to use these if they wanted to contact their parents or others. There is an array of computers available to boarders to contact families via e-mail and boarders reported this as a favoured communication tool. Staff confirmed that they actively encourage boarders in particular those from overseas to regularly communicate with their families. The Boarders' Handbook lays particular emphasis in the importance placed by the College of contact between boarders and their families. It was evident to the inspectors that the College is positively proactive in providing the boarders with support and encouragement especially with the younger and overseas boarders.

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>Appropriate arrangements are in place for House Mistresses/Masters to manage and administer boarders' money. These arrangements and financial records are subject to audit. Some of the senior boarders confirmed that they take responsibility for their own finances using a bank account. All boarders have the use of a desk and wardrobe in their rooms where they can keep personal possessions. The College does not allow valuables such as expensive jewellery to be brought into boarding houses. Boarders are encouraged to leave such items at home for safe keeping.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The College has an induction programme for new boarders prior to the official term commencing. New boarders are given information on a range of subjects such as how to seek help and advice if they are unhappy, health and safety issues, College rules, life and routines in the boarding house, bullying and other related topics about their stay on campus. The younger boarders spoken to confirmed that they found the induction helpful. The house Monitors have the responsibility to look after the new boarders and to ensure that they settle into the boarding routines as smoothly as possible.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	3
<p>The College does not appoint guardians. This is made clear in the parents' handbook in line with the advisory recommendation from the previous inspection.</p>		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
<p>The Second Master has overall responsibility for ensuring that appropriate records are routinely monitored. All risk assessments, health and safety and accident records are examined by a Health and Safety Committee that meets at least twice a term under the chairmanship of the Procurator. The Group checks the quality of risk assessment and determines whether any trends are emerging that require attention. A senior member of staff with specific responsibility for risk assessments acts as an advisor for staff who plan activities away from the college. The Second Master retains responsibility for monitoring major sanctions and complaints.</p>		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
<p>The catering records examined indicated that on each day a choice of meals is provided with a vegetarian option. The majority of boarders reported that the meals were of average quality and could be improved. They would prefer more variety such as Chinese, Indian and other European dishes on occasions. The acting Head Chef expressed an interest in developing this theme and improving the presentation of the meals. He was exploring the idea of developing a survey to seek the views of the boarders and staff. During the inspection fruit and vegetables were offered each meal. The catering records contained the details of those boarders who had an allergy to a particular product.</p> <p>There were no significant outstanding recommendations from the Environmental Health Officer.</p>		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
<p>Drinks and snacks are available to boarders in their houses at all reasonable times. During the school day these are available at break and lunch times. There are kitchen facilities in each boarding house where hot and cold snacks can be prepared under supervision. A tuck shop in each house enables the boarders to purchase additional snacks, biscuits and drinks.</p>		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
<p>The staff and boarders demonstrated a clear understanding of the fire evacuation procedures and of the importance attached to practicing these procedures. The fire records show that appropriate checks are carried out on all fire fighting and safety equipment in the boarding houses. Evacuation exercises held at differing times are recorded. Measures to reduce the risks from fire are reviewed annually by an independent company and also by the Fire Officer. The recommendations from the most recent fire inspection are currently being implemented. Fire notices and fire extinguishers were observed to be located at strategic points around the boarding houses. A Fire Certificate issued by the Fire Officer was seen.</p>		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
<p>There was no evidence of onerous demands being made on boarders.</p>		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	3
The Second Master confirmed that the College does not provide accommodation for visiting children during term time.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
A robust policy clearly specifies the responsibilities of staff who are organising any activities regarded as high risk. Written risk assessments are completed for every activity. Only appropriately trained and qualified staff are permitted to lead such activities or the supervision remains the responsibility of the organisation that is providing the activity. The College senior master for health and safety issues checks all risk assessments prior to an activity taking place, and written permission is obtained from parents before a boarder is allowed to participate. The Procurator confirmed that appropriately licensed centres are used to provide activities.		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	3
Each boarding house has a selection of daily newspapers delivered and boarders confirmed that they exercise choice as to which titles are subscribed to. The College library has a wider selection of daily newspapers, magazines and publications. Each boarding house has a television in the common room and a number of computers that enable boarders to access the internet. The College has a secure system in place to prevent access to unsuitable internet sites.		

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

3

Sufficient staff were on duty to ensure the satisfactory supervision of the boarders. Boarders confirmed that they knew who the staff were on duty each day and night. During exeat weekends and half term holidays appropriate arrangements are put in place by each House Mistress/Master to look after any boarders who cannot return home.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence

Standard met?

3

Staff must comply with procedures when organising trips away from the College. This covers all safety considerations, staff numbers to ensure adequate supervision, transport arrangements, emergency contact telephone numbers and risk assessments. The College rules concerning boarders permitted to leave the campus without staff supervision are carefully applied by the House Mistress/Master with a requirement for the boarders to sign a log when they go out and when they return.

Standard 33 (33.1 – 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
Staff numbers in boarding houses during the evening and overnight were sufficient to ensure the safety and supervision of the boarders. A roll call is completed each evening. Boarders spoken to knew which staff were on duty in their respective houses.		

Standard 34 (34.1 – 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
All staff with boarding duties had job descriptions, a selection of which were examined during the inspection. The performance of each member of staff with boarding responsibilities is monitored and reviewed through supervision and annual appraisal. The House Mistress/Master takes responsibility for house staff and the Second Master supervises the House Mistresses/Masters. There are opportunities throughout the academic year for staff training in boarding management and practice including child protection.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
An up to date Staff Handbook is issued to all staff. The guide is detailed covering the College's principles and practice of boarding, safeguarding and promotion of the welfare of the boarders; child protection, anti bullying and sanctions policies, the house tutor's responsibilities, monitors and their role, boarders' personal problems and the complaints procedure. The House Mistress/Master's and Assistant Housemaster's Handbook outlines their specific roles and responsibilities. A staff disciplinary procedure is made available to all staff.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
The general view of the boarders is that staff look after them well and treat them fairly in respect of sanctions. There was no evidence of inappropriate staff/ boarder relationships identified during the inspection.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Staff were observed by inspectors to demonstrate a sensitive approach to their movements within the boarders' personal accommodation areas. This included knocking on doors before entering and being discreet near toilets and shower areas.		

Standard 38 (38.1 - 38.10)
Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence	Standard met?	3
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The College recruitment procedure includes Criminal Record Bureau checks on all boarding staff including ancillary staff. Also telephone checks are carried out by the Human Resources unit on all personal references and staff records confirmed this practice for staff appointed since the previous inspection. In line with the recommendations from the previous inspection, all monastic staff deployed to work at the College as part of their service to the community, now have a letter of commendation from the Abbot placed on their staff file. This is in addition to the Criminal Record Bureau checks.

Standard 39 (39.1 - 39.4)
The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence	Standard met?	3
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The College adheres strictly to the requirement that no academic staff are allowed to commence their duties until all checks have been satisfactorily completed. All other staff are subject to full checks. Ancillary staff can take up their post prior to all checks being completed but are not allowed to have unsupervised access to any children. Boarding houses have a 'buddy' system of supervision by experienced and checked staff until all checks have been completed on new staff. A member of staff supervises visitors to boarding houses. The Second Master confirmed that a number of schemes are being considered such as a reporting point for signing in and for visitor passes to be issued.

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

3

All the boarding houses inspected were clean and well ventilated. There were variations in the standards of the fabric and decoration of different houses. There is a rolling refurbishment programme in place. Where inspectors observed specific building issues that required attention, these were raised directly with the House Mistress/Master concerned. Dormitories and bedrooms seen were appropriately furnished with each boarder having a desk to work from and a wardrobe with drawers. The communal areas in the houses were adequately furnished.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

2

Boarding accommodation is reserved for the use of boarders, and any other pupil who visits the house attends by invitation only. There is some variation in the levels of security governing access to the boarding houses. Some are locked and access is obtained via a key pad, whilst other houses have open access during the day. Those houses with open access should review their security arrangements. There is public right of access through some of the College grounds. One house is set away from the main campus close to a public road and security could be compromised when the front doors are left open.

See Recommended Action from this inspection no 2.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>The beds in the boarding houses were of sufficient size for the age of the boarders, and those seen were in good condition. There did not appear to be an excessive variation in the standard of beds or bedding within any one dormitory or between these and single bedrooms seen. The dormitories are adequate in size, with natural ventilation and light through windows. All boarders had reasonable storage space for clothing and personal property. Staff sleeping accommodation is appropriately separated from the boarders' areas.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>All the boarding houses inspected provide suitable study areas for prep and boarders' private study within the bedrooms and dormitories. Each boarder had access to an individual desk.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>The quality of the showering facilities varies between the boarding houses. Although planned refurbishment of all homes is in progress, in some of the houses the showering facilities require immediate attention to repair damaged showerheads and to improve decoration and privacy. Communal showers are still in use in some of the boarding houses and a temporary measure by way of screens should be considered until the refurbishment programme provides a more permanent solution. The comments received from boarders confirmed the inspectors' observations. The bathing and toilet facilities seen were found to be clean. Staff facilities are separate from that of the boarders.</p> <p>See Recommended Action from this inspection no 3.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Boarders can choose to change in their bedrooms or to use modern facilities in the sports centre. Public access to the sports centre is outside the times when it is used by the College.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
The College provides the boarders with a range of safe recreational areas both indoors and outdoors. Each house has a common room with a television and supply of suitable videos that are kept by the House Mistress/Master. There are books, magazines and in some houses a music stereo system. There is a range and choice of outdoor areas that boarders can use for activities. The sports fields are extensive catering for most sporting activities.		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
The sleeping, living and recreational areas, both indoors and in the College grounds were generally found to be free from safety hazards. Where inspectors observed any specific safety issue in a boarding house the matter was raised individually with the House Mistress/Master concerned. A Health and Safety policy is in place and staff spoken to are aware of their responsibilities to ensure that all areas are kept safe. A night watchman patrols the campus every night. The College has an effective system of risk assessments and in addition has a contract with a private company that specialises in assessing health and safety matters.		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	4
The infirmary is well equipped to deal with most common minor ailments that may affect boarders. A qualified team of nurses and nurse assistants are available to care for boarders who are unwell. (See also Standard 16). It would enhance privacy if portable screens were provided. This however, does not detract from the high quality of the facilities available for boarders who are unwell.		
See Advisory Recommendations from this inspection no 1.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The College has a main laundry for bulk items and each house has washing machines to clean small items of clothing. All boarders reported that their clothes are properly cleaned and returned to them each week following laundering.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
All stationery can be obtained from the College book shop located in the main office building. Boarders can purchase personal items such as toiletries through the Matron or from the local post office or shops in Helmsley when special trips are organised.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
The College does not make use of lodgings for boarders. All boarders are accommodated on campus in College property.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
Accommodation in off site locations such as field study centres, accommodation abroad or exchange schemes undergo a detailed risk assessment by appropriate staff. Visits away from the College involving overnight stays or longer, are also assessed for risk to include required staff numbers, safety of the boarders, the type of accommodation and sleeping arrangements, bathing and toilet facilities, meals, clothing and equipment required, qualifications of the instructors at field centres and emergency contact details. Staff who organise away trips are clear about their responsibilities.		

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Not Applicable

Lay AssessorN/A**Signature****Date**

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 20th September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are pleased with the report. The content of the report is a fair and accurate representation of the facts relating to the inspection conducted.

We agree to your recommendations and to this end we enclose our action plan. The written report reflects and mirrors the verbal feedback that was given at the time of the inspection. We were pleased with the inspection team and it was a positive and very worthwhile exercise.

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

YES

Comments were received from the Head

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

NA

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 3rd November 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NA

Head has declined to provide an action plan

NA

Other: <enter details here>

NA

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of _____
confirm that the contents of this report are a fair and accurate representation
of the facts relating to the inspection conducted on the above date(s) and that
I agree with the recommended actions made and will seek to comply with
these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I _____ of _____
am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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