



Champions for
Social Care
Improvement

inspection report

Boarding School

Ampleforth College

Ampleforth

York

North Yorkshire

YO624ER

9th March 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:

Email Address

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

St Laurence Education Trust

Name of Head

Father Gabriel Everitt

NCSC Classification

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

Date of Inspection Visit		9th March 2004		ID Code
Time of Inspection Visit		09:30 am		
Name of NCSC Inspector	1	Mrs Dianne Chaplin	114201	
Name of NCSC Inspector	2	Mike McCleave		
Name of NCSC Inspector	3	Darren Hobson		
Name of NCSC Inspector	4	Chris Taylor		
Name of NCSC Inspector	5	Bridgit Stockton		
Name of Boarding Sector Specialist Inspector (if applicable):		N/A		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. 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 National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC 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 inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Ampleforth College is an independent Roman Catholic boarding school for boys and girls. It has a good academic reputation but also has a commitment to students who require some special educational provision including students for whom English is not their first language.

The College has a significant degree of success in team and individual sports and there are extensive sporting facilities available. A range of societies exist within the school to cater for a variety of other interests.

The college is centred on a Benedictine monastic community and this is an important factor in the ethos and character of the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

This was a specific inspection of the welfare provision relating to child protection. The National Care Standards Commission determined to exercise its powers and responsibilities under S87(c)(i) of the Childrens Act 1989 following recently made child abuse allegations relating to historical events. The purpose of the inspection was to assess whether there are currently appropriate measures in place to promote and safeguard the welfare of boarders.

The school will participate in a full inspection of boarding welfare later in 2004 and that inspection will give a fuller picture of the College's performance. This inspection is only concerned with issues related to child protection.

The difficulties associated with the short notice given to the school are acknowledged, as is the full co-operation of the school in assisting the inspection team.

Inspectors were satisfied that the measures in place for the protection of children and for the wider purpose of promoting and safeguarding their welfare at the time of inspection were of a high quality. Areas identified as requiring action, which are listed later in the report, have been positively addressed in the School's action plan.

The College does well in:

- Providing individual support to boarders with any health or personal problems.
- Providing a range of members of staff for boarders to turn to for personal advice or with a personal problem.
- Promoting a strong sense of community and concern for others within the student group.

Children/young people were confident, open and thoughtful in giving their views. They reported positive and supportive relationships within boarding houses and the school itself. Positive relationships were observed between children and staff which were trusting and mutually respectful. Parents valued the school's approach to welfare and reported positively on the support children received with difficulties. Inspectors also observed lots of laughter and enjoyment in school activities.

There was a thoughtful and child centred approach to pastoral care and welfare within boarding houses.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

This inspection was specific to areas relating to child protection and how the welfare of students is safeguarded and promoted.

While practice is good in this area, the College should do better in:

- Evidencing the good practice which is in place.
- Providing clear written policies and procedures to support practice.

This can be achieved by the School:-

- Producing missing board policy and restraint policy and guidance
- Further developing complaints policy and recruitment and selection procedures
- Amending the child protection policy and clarifying guidance to parents on the use of guardians

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Inspectors concluded that practice relating to the safeguarding and protection of the welfare of students is of high quality. Students and parents reported positively on the support and guidance in place and observations of inspectors confirmed this.

Work needs to be done in ensuring that written policies and procedures are in place to support all aspects of this practice and that processes are developed to evidence the procedure particularly in regard to selection and vetting of staff.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

N/A

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	
		* This was an additional inspection to assess the current measures in place to promote and safeguard the welfare of boarders. The findings of the previous inspection were not addressed on this occasion.	

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 and any advisory recommendations 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	BS3	<p>The child protection policy should be amended to:</p> <ul style="list-style-type: none"> • Indicate the requirement for referral of concerns to social services within 24 hours • Explicitly inform staff of action to take if the allegation concerns the school's designated child protection person. • An explicit message of immunity from retribution and disciplinary action for staff 'whistle blowing' in good faith should be put in place. <p>A policy regarding missing boarders should be put in place to underpin practice in this area.</p>	
2	BS4	A policy regarding the use of physical restraint should be put in place to promote guidance for staff in this area of practice.	
3	BS5	The complaints procedure for students should be clearly separated from the Child Protection Procedure.	
4	BS38	<p>The recruitment process should be published and available for staff and applicants.</p> <p>Processes to record and evidence the various stages of the recruitment process for all staff groups need to be put in place.</p>	

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	BS4	The college should take steps to ensure implementation of the policy relating to behaviour discipline and the use of punishments is uniform across boarding houses.
2	BS22	The college should make the position regarding guardians more explicit in the Parent's Handbook, clearly indicating that they, and not the college, are responsible for the welfare of the children while staying with guardians.
3	BS38	<p>The College should consider the introduction of written references, including confirmation of checks made, to be put on the file held within the college for members of the monastic community deployed within the school.</p> <p>The school should explore the availability of 'certificates of good conduct' or equivalent for gap students from abroad.</p>

*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	NO
Pupil guided tour of Recreational Areas	NO

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	NO
'Tracking' individual welfare arrangements	NO
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	09/03/04
Time of Inspection	10:00
Duration of Inspection (hrs.)	160
Number of Inspector Days spent on site	13

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

13

TO

18

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

453

Girls

40

Total

493

Number of separate Boarding Houses

10

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met | (Major Shortfalls) |

"0" 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.

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?

0

Not inspected on this occasion.

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?

0

Not inspected on this occasion.

However, student questionnaires indicated that 96% reported never having been bullied.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

96

%

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 school has a child protection policy in place and staff interviewed indicated that they were aware of it. The position with regard to boarders in positions of responsibility was more variable and this matter should be addressed in the induction programme for monitors.

The policy in place is consistent with the requirements of 'Working Together to Safeguard Children' and the local Area Child Protection. The policy is available within the staff handbook; but the requirement for a referral to social services within 24 hours, while known to senior staff, is not explicit within that document.

The policy outlines the necessary procedures for staff who receive any allegations of abuse to follow. The only shortfall here is that the action to be taken if the school's designated child protection person were subject to allegations or suspicion is not explicitly documented.

Policy and practice refer staff to a designated senior member of staff if they have concerns. The issue of 'whistle blowing in good faith' is implicit within the staff handbook where staff are encouraged to report if 'your own suspicions are aroused by what you observe or hear.' There is, however, no explicit message of immunity from retribution or disciplinary action for staff 'whistle blowing' in good faith.

Teaching and house staff interviewed were aware of the action to take if any allegation of abuse were made. Ancillary staff were less confident of this and some briefing with regard to child protection should be included in their induction programme. Many staff indicated that they would welcome further training in this area and that this is being arranged with the local social services office.

There is an appropriate senior member of staff designated the responsibility for child protection within the school. The designated person has access to the necessary information, has attended a number of 'in-house' training sessions on child protection and has support from colleagues within the school from and contacts with other agencies.

There is no policy in place with regard to the action to be taken if any boarder is missing. Staff can, however, describe an entirely adequate process which they do follow in this circumstance. This practice needs to be captured in written policy and procedure.

See Recommended Action No. 1

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
<p>There is a policy in place and this is known to boarders, staff and parents.</p> <p>Sub-standards 4.4 to 4.7 were inspected in full.</p> <p>There is no evidence of any unacceptable, excessive or idiosyncratic punishments being used. Boarder's questionnaires indicated that they felt punishments were usually fair. Punishments are appropriately recorded and major punishments are cross-referenced to individual students files.</p> <p>There is a rather individual approach to punishments/sanctions from house to house. Boarders questionnaires indicated pupils are aware of this and there is some feeling of unfairness. College policy in this regard should be re-emphasised across boarding houses to ensure a whole school approach. The position of monitors is similarly variable between houses and this should be addressed through co-ordinated briefings for house as well as school monitors.</p> <p>The use and recording of major punishments is satisfactory with appropriate cross-referencing to students files and evidence of a positive and concerned welfare approach to the young people concerned.</p> <p>There is no policy or guidance in place relating to physical restraint. Discussions with staff indicate that while this is rare within the College it is approached appropriately and that any instances are recorded on the students file. It would be of advantage to staff for clear guidance to be issued regarding the use of physical restraint.</p> <p>See Recommended Action No. 2 and Advisory Recommendation No. 1</p>		

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
<p>There is a complaints policy in place for parents. This is currently being developed further.</p> <p>The complaints policy for boarders should be clearly separated from the Child Protection Procedure. Boarders indicated that they are aware of how to raise issues within their house and report that this works well in practice.</p> <p>See Recommended Action No. 3</p>		
Number of complaints, if any, received by NCSC 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
<p>The school has a clear commitment to countering major risks to health including substance abuse. Policies with regard to smoking, alcohol and illegal substances are well known to staff and are followed in practice, though there is some variation in the implementation of sanctions across boarding houses.</p> <p>Matrons have asked for specific training on the signs and symptoms of drug abuse to further assist them in this area of practice.</p>		

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?	0
<p>Not inspected on this occasion.</p>		

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?

0

Not inspected on this occasion.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

0

Not inspected on this occasion.

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?

0

Not inspected on this occasion.

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?

0

Not inspected on this occasion.

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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
<p>The school has an excellent system in place within boarding houses to ensure boarders have a choice of staff to turn to for guidance or support. Each house has a housemaster/mistress and a matron. There is also an allocated group of tutors from the academic staff to each house who play an integral part in house life. Houses where the housemaster is not a monk, also have a chaplain.</p> <p>Boarders could identify a range of people to whom they could turn to for advice and generally expressed the view that they were well supported. Parents confirmed this view and were very positive about the pastoral care within houses in particular.</p>		

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?

0

Not inspected on this occasion.

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?

0

Not inspected on this occasion.

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?	4
<p>Health and personal problems of individual boarders are identified and well managed generally.</p> <p>Standards 17.7 and 17.8 were inspected in detail. It was apparent that any boarders undergoing times of personal stress were well supported. They are supported by a variety of means both within the house and, where necessary, by specialist services available within the school. Many boarders referred positively to the close and friendly relationships within houses and commented on the support and understanding of the school community. Parents also commented positively on the way in which the school supported their children if any difficulty arose. The school has a counselling service and its own counsellor on the staff. Other options are available through the local G.P surgery and privately.</p> <p>Health matters are well addressed by the school and boarders reported good support from the school infirmary staff. There is clear written protocol for the health care of students.</p> <p>There are well-established links with the outside professional services in both the public and private sector. There is a support group of professionals in place which meets termly to monitor, develop and co-ordinate wider aspects of pastoral care as well as deal with individual issues.</p>		

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?	0
<p>Not inspected on this occasion.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Boarders access to parents and others by telephone was assessed. Children reported free access to telephones including the use of mobiles to keep in touch with family and friends.</p> <p>A significant minority, however, reported that they felt they could be overheard when on the phone. This situation varies between boarding houses and should be borne in mind as the refurbishment plan is progressed.</p>		

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?	0
Not inspected on this occasion.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	0
Not inspected on this occasion.		

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?	9
The school does not make arrangements for guardians for pupils. This is left to the parents. The parent's handbook should make it more explicit that parents rather than the school are responsible for the welfare of the children while staying with the guardian concerned.		
See Advisory Recommendation No. 2		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?

0

Not inspected on this occasion.

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?

0

Not inspected on this occasion.

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?

0

Not inspected on this occasion.

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	0
Not inspected on this occasion.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Supervisory regimes which respect boarders' privacy are in place. Children reported positively on this matter and felt staff did respect their privacy including knocking on doors before entering. House staff interviewed were sensitive to this matter.		

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?****2**

The Ampleforth Abbey Trust is currently reviewing its approach to human resource management with a view to consolidating all personnel functions in one central office. Currently pastoral matters for ancillary staff and academic staff are managed separately and files located in different parts of the college. Policies, procedures and induction packs are also under review and the staff handbook is being updated. Inspectors were shown details of the development plan.

Criminal Records Bureau checking systems are in place for all staff and robustly implemented.

The recruitment process as described and as evidenced by the appropriate forms in place, is satisfactory but there is no published recruitment process in place. There is a policy in place which the Headmaster was able to access. This should be more widely available to staff and applicants for posts.

The major difficulty identified in this area of practice is that the recruitment process is not fully evidenced on individual files.

A random selection of files for ancillary and academic staff were inspected.

For ancillary staff, all files indicated that CRB clearance had been received or applied for and a response was awaited. However, follow up of personal references was not so positive and these were outstanding on 50% of the files inspected. Interview assessment forms are in place but not always completed. Practice needs to improve in this area.

For academic staff, the files did not fully evidence the process in place. This could be achieved by the introduction of a simple checklist to date and authorise each step of the process. CRB checks and references were in place.

Inspectors also felt that the employment history should be declared on the application form above the signed undertaking of the applicant that the information is true, rather than only in the accompanying C.V. CRB checks were in place and other than the one file where both were missing, references were in place.

Members of the monastic community are deployed within the college and, indeed, this is central to the ethos and character of the college. These staff do not apply for posts in the same way as lay people but are deployed by the abbey as part of their service to the community. The Headmaster described the assessment process which is undertaken by senior office holders in the monastic community and himself. Appropriate checks are also undertaken. These records, however, are held by the Abbey and not evidenced with staff recruitment records held within the school.

Inspectors felt that this could be dealt with in a similar way to gap students by an appropriate senior office holder within the monastery giving a written report that such checks have been

undertaken and that there was no reason to believe the person was unsuitable to work with children. This could be held with other staff records within the College.

The position with regard to gap students also needs further written evidence to be placed on file. Students are recruited from known schools abroad and extensive discussion takes place before placement but is not adequately evidenced on files. Written references obtained from the school should be placed on file. CRBs are in place but not generally relevant for students from abroad. The school should look at the systems in place for obtaining certificates of good conduct (or equivalent) from the relevant country.

See Recommended Action No. 4 and Advisory Recommendation No. 3

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

No academic staff are deployed before all checks and references are in place. Ancillary staff are employed subject to satisfactory checks. They are usually deployed in general areas of the school and not working unsupervised with the children. When they are deployed in boarding houses there is a 'buddying' system with more experienced staff in place until all checks have been received.

There are no formal arrangements in place for visitors to the boarding accommodation. Supervision of such occasional visitors is reliant on the vigilance of house staff who take their responsibility for the students very seriously. Young people themselves are also very vigilant in this regard. The school may wish to consider whether a central reporting point with signing in and the issues of visitors passes could improve the security in this area. Some ancillary staff felt they should have identity passes in place.

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?

0

Not inspected on this occasion.

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?

3

Boarding accommodation is reserved for the use of boarders. The degree of security varies from house to house ranging from keypad locks to unlocked doors. These issues are being addressed within the school's renovation programme.

Boarders sleeping areas are similarly exclusive and other pupils visiting these areas announce themselves to the housemaster/house staff as a matter of course and courtesy.

There is a public right of way through the grounds and public use of some facilities on site (shop, sports centre, hospitality centre). There is appropriate management of these facilities to ensure substantial and unsupervised access to boarders does not take place.

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?	0
Not inspected on this occasion.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?	0
Not inspected on this occasion.		

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?**

0

Not inspected on this occasion.

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

Not Applicable

Lay Assessor _____ **Signature** _____**Date** _____

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 9th March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are pleased with this inspection report and I confirm that the contents of the report are a fair and accurate representation of the facts relating to the inspection conducted.

We agree with your recommendations and to this end we enclose our Action Plan and some of the documentation responses that we have already made. It is our express aim to fulfil all the recommended action points by the time of our next inspection in September. The written report also reflects and mirrors the verbal feedback that was given at the time of the inspection. We are pleased with the speed in which the CSCI were willing to discuss our Action Plan.

The Rev CG Everitt MA DPhil

Action taken by the NCSC 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

☐ YES**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.

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

☐ NO

Head has declined to provide an action plan

☐ NO

Other: <enter details here>

☐ NO

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.