



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

S. Anselm's School

October 2022

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School's Details

School	S. Anselm's		
DfE number	830/6004		
Registered charity number	527179		
Address	S. Anselm's School Stanedge Road Bakewell Derbyshire DE45 1DP		
Telephone number	01629 812734		
Email address	office@anselms.co.uk		
Headmaster	Mr Frank Thompson		
Chair of governors	Mr Richard Bowker		
Age range	3 to 13		
Number of pupils on roll	146		
	Day pupils	122	Boarders 24
	EYFS	25	Pre-Prep 26
	Prep	95	
Inspection dates	12 to 13 October 2022		

1. Background Information

About the school

- 1.1 S. Anselm's School is an independent co-educational day and boarding school for pupils aged between two and thirteen years. Pupils may board from the age of seven years, including the option of flexi-boarding.
- 1.2 The school occupies extensive grounds on the edge of the town of Bakewell. It is a charitable trust administered by a board of governors. It is organised into two sections, a pre-prep for children aged 3 to 7 and the prep for pupils aged 8 to 13. The school has a single boarding house with separate accommodation for male and female pupils.
- 1.3 Since the previous inspection, a new headmaster has been appointed and the school has closed its provision for pupils aged 13 to 16 years.

What the school seeks to do

- 1.4 The school seeks to encourage individuality, creativity, perseverance, and tolerance; develop inquisitive thinking with a love of learning; and foster self-understanding in each child. It aims to instil moral courage and inner strength in each child and encourage them to consider those in the wider community around them.

About the pupils

- 1.5 Pupils come from a range of professional and farming backgrounds, living in the local area. Currently the boarders come from within the UK and are predominantly pupils who choose to flexi-board for part of the week. Nationally standardised data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, working memory difficulty, autism, attention deficit hyperactivity disorder, and speech and language difficulties. Twenty pupils receive additional support, five of whom receive one-to-one support. Two pupils receive additional support for having English as an additional language. No pupil has an education, health and care plan. Data used by the school has identified 30 pupils as more able or talented, whose needs are met through extension tasks within lessons and through an extensive range of extra-curricular provision, including a scholarship programme for older pupils.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 Safeguarding of pupils is well-managed and effective in most regards, however the arrangements to ensure the safer recruitment of staff do not consistently pay due regard to current statutory guidance. The school has not ensured that all required checks on staff have been completed prior to their starting work, including checks against the barred list or for prohibition from teaching. The school has not always ensured that two references are received for staff before they start work. Staff personnel files do not always contain suitable evidence to confirm that the required checks have been made.

- 2.11** The standards relating to welfare, health and safety [paragraphs 9–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 1, 3, 4–7, 9-18, 21-23 are met, but those in paragraphs 7 [safeguarding], 8 [safeguarding of boarders] and NMS 8 [safeguarding] are not met.

Action point 1

The school must ensure that barred list and prohibition from teaching and management checks are undertaken, where relevant, before staff begin work [paragraphs 7(a) and (b) and 8(a) and (b); NMS 8.1; EYFS 3.7, 3.9 and 3.11].

Action point 2

The school must ensure that they receive suitable assurance through references for all staff before they begin work [paragraphs 7(a) and (b) and 8(a) and (b); NMS 8.1; EYFS 3.7, 3.9 and 3.11].

Action point 3

The school must ensure that it can evidence the required recruitment checks have been undertaken for all staff [paragraphs 7(a) and (b) and 8(a) and (b); NMS 8.1; EYFS 3.7, 3.9, 3.11 and 3.12].

Action point 4

The proprietors must maintain a suitable oversight of safeguarding, specifically recruitment procedures [paragraphs 7(a) and (b) and 8(a) and (b); NMS 8.1; EYFS 3.7 and 3.9].

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

- 2.12 The school makes checks to ensure the suitability of supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.13 However, the school has not always undertaken checks of qualification or prohibition from management, where required, on boarding staff. Overseas checks and checks of identity, medical fitness and right to work have not always been undertaken before staff have started work.
- 2.14** The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19–21 are met, but those in paragraph 18 and NMS 19 [staff recruitment and checks] are not met.

Action point 5

The school must ensure that all required checks on the suitability of staff are completed before any member of staff commences work [paragraph 18(2)(b), 18(2)(c)(i–iv), 18(2)(e), 18(2)(f) and 18(3); NMS 19.1; EYFS 3.9, 3.10 and 3.11].

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16** The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 are met.

PART 6 – Provision of information

2.17 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 is met.

PART 7 – Manner in which complaints are handled

2.19 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 14 is met.

PART 8 – Quality of leadership in and management of schools

2.21 Appropriate leadership and management of boarding ensure most of the required policies and records are maintained and effectively monitored.

2.22 The proprietor has ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively in areas other than safer recruitment, where standards are not consistently met.

2.23 The standard relating to leadership and management of the school in paragraph 34 and NMS 2 are not met.

Action point 6

The school must ensure that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that standards related to safer recruitment are met consistently [paragraph 34(1)(a),(b) and (c); NMS 2.1, 2.2, 2.4, 2.5 and 2.8].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Keith Morrow	Reporting inspector
Mrs Rachel Debenham	Compliance team inspector (Development director, HMC school)
Mr John Bond	Team inspector for boarding (Head, IAPS school)