



ISI Independent
Schools
Inspectorate

Advice Note for a Material Change Visit

Bablake King Henry VIII School

**The proposed single registration school formed from the merger of
Bablake Senior and Junior Schools and King Henry VIII School**

December 2021

School's details

Proposed School	Bablake King Henry VIII School
Registered charity number	528961
Addresses	Bablake School Coundon Road Coventry CV1 4AU King Henry VIII School Warwick Road Coventry CV3 6AQ
Telephone number	02476 271200
Email address	AMW@BKHS.org.uk
Interim project lead for merger	Mr Andrew Wright
Proprietor	Coventry School Foundation
Age range	3 to 18
Number of pupils on roll	2680
Date of visit	14 to 15 December 2021

1. Introduction

Characteristics of the school

- 1.1 Bablake King Henry VIII School is the name of the proposed independent co-educational day school formed by a merger of the existing schools within the Coventry School Foundation. The trustees of the foundation oversee the running of all the schools detailed below who will be involved in the merge.

Purpose of the visit

- 1.2 This was an unannounced material change visit at the request of the Department for Education (DfE) to recommend whether the foundation's proposal to merge the existing schools in the foundation should be approved, namely, Bablake Senior School with Bablake Junior School and Pre-Prep, and King Henry VIII School, creating the new Bablake King Henry VIII School (BKHS). The age range of the proposed new school would be from 3 to 18 years and its overall registered capacity would be 2,680 pupils.
- 1.3 The proposed merger was initially implemented by the foundation from September 2021, prior to DfE approval being sought.
- 1.4 Following the merger, the BKHS sites would comprise: Bablake senior and junior departments at the Coundon Road campus in central Coventry; Bablake pre-prep department, including the Early Years Foundation Stage (EYFS), on the outskirts of the city at the Grange campus; and King Henry VIII senior and prep departments at the Warwick Road campus in central Coventry. The King Henry VIII premises, Hales, which previously constituted an additional prep department at the Warwick Road campus, is currently closed, and was not assessed as part of the proposed merger.
- 1.5 As part of the material change inspection, all BKHS sites were visited.
- 1.6 Bablake Senior and King Henry VIII schools were also subject to concurrent and separate additional inspections under their present, separate registrations.
- 1.7 The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 3 (teaching)	Not met
Part 1, paragraph 4 (framework for pupils' performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Not met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire safety)	Met

Part 3, paragraph 14 (supervision of pupils)	Not met
Part 3, paragraph 16 (risk assessment)	Met
Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietors)	Not met
Part 5, paragraphs 23 to 29 (premises and accommodation)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Not met

2. Inspection findings

Quality of education provided – curriculum, sex and relationships education, teaching, framework for pupils’ performance and SMSC [ISSR Part 1, paragraphs 2–4 and ISSR Part 2, paragraph 5]

- 2.1 The school does not meet all of the standards.
- 2.2 The quality of education provided, including relationships and sex education (RSE), and spiritual, moral, social and cultural development provision meets all requirements for the pupils at Bablake. However, not all requirements at King Henry VIII are met.
- 2.3 The curriculum, which is appropriate for pupils of all ages and abilities including those with SEND and EAL, is suitably documented, supported by appropriate plans and schemes of work and covers the required breadth of material, including for the EYFS. An appropriate programme of personal, social and health education, which includes the requirements for RSE, is in place, together with appropriate careers guidance for older pupils.
- 2.4 The teaching at Bablake enables all pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. There are sufficient and suitably qualified teaching staff at each site.
- 2.5 The teaching of RSE at King Henry VIII does not sufficiently motivate pupils and enable them to think and learn for themselves; training of staff in RSE does not enable them to have sufficient knowledge and understanding of relevant subject matter; and there is insufficient timetabled time for teaching RSE.
- 2.6 A suitable framework for the assessment of pupils’ performance is in place.
- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils of all ages as responsible, tolerant, law-abiding citizens.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

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

Safeguarding implementation

- 2.10 The school does not meet the standard.
- 2.11 Safeguarding arrangements to ensure the welfare of pupils, including those with SEND are implemented effectively in many areas. The designated safeguarding lead (DSL) and deputy DSLs offer sufficient cover for their role across all sites, including for the EYFS. They and most other staff are suitably trained.
- 2.12 However, a number of staff at King Henry VIII had not received school-based training on safeguarding or *Keeping Children Safe in Education* (KCSIE) updates from September 2021 sufficiently promptly, as they had received no training during the current term. These staff had been identified prior to the inspection and were booked to complete this training the following term.
- 2.13 Staff implement the staff behaviour policy effectively. They understand the definitions of different types of abuse, including peer-on-peer abuse, and are aware of SEND pupils’ potential vulnerabilities

to these. Staff understand the procedures to follow should a safeguarding concern be raised, including any such concerns about staff and other persons in contact with the pupils. These include an understanding of the need to refer to the local authority designated officer (LADO) and other agencies, such as the Disclosure and Barring Service and the Teaching Regulation Agency, when appropriate. Arrangements for listening to and supporting pupils who have been affected by safeguarding issues are effective. The school teaches pupils how to remain safe, including when online, and provides suitably filtered and monitored internet access. It passes safeguarding information on to the receiving schools when pupils leave to go elsewhere.

- 2.14 However, the school does not always act in the best interests of the child or in keeping with locally agreed inter-agency procedures. In particular, the school does not always liaise with and, when appropriate, make referrals to relevant external agencies when concerns about sexual harassment of pupils arise.
- 2.15 In addition, the merger of information between the schools in the foundation means that safeguarding information is not kept confidential and stored securely, as required by current statutory guidance.
- 2.16 The school cannot demonstrate that it carries out required recruitment checks and maintains a suitable record of them, as required by current statutory guidance.
- 2.17 The school does not always take effective steps to manage potential safeguarding risks relating to adults connected with the school.
- 2.18 Governors conduct an annual review of safeguarding but their oversight lacks effectiveness as the school's arrangements do not meet requirements.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]

- 2.19 The school meets the standard.
- 2.20 The school implements a suitable health and safety policy across all sites. Leaders with specific health and safety responsibilities ensure that all required maintenance, checks and servicing are carried out when required. Suitable logs are kept of such checks and maintenance, as well as of accidents and near misses. Appropriate procedures are in place to ensure suitable storage of potentially hazardous materials. The school takes effective steps to ensure the health and safety of pupils, including with regard to potential risks posed by COVID-19.

Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]

- 2.21 The school meets the standard.
- 2.22 The school implements a suitable fire safety policy. There is effective oversight of fire safety across all sites. Fire risk assessments are kept up to date and recommendations are acted upon in a timely manner. Staff, including fire marshals, receive appropriate fire safety training. Fire evacuation drills take place at least termly, and leaders review them for their effectiveness. Firefighting and fire detection equipment is maintained and serviced appropriately.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

- 2.23 The school does not meet the standard.
- 2.24 The school ensures appropriate supervision of pupils across all sites and in other locations, both in and outside of lessons.

- 2.25 However, it makes periodic use of unchaperoned school transport. As a result, the school does not ensure that pupils are properly supervised through the appropriate deployment of school staff in all school transport.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

- 2.26 The school meets the standard.
- 2.27 The school implements a written risk assessment policy effectively at each of the sites. Risk assessments seen contain clear identification of possible risks and suitable control measures to mitigate against these. Staff receive risk assessment training, including at induction. Leaders check risk assessments, including those for trips and potentially hazardous activities, for their suitability.

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

- 2.28 The school does not meet the standards.
- 2.29 During the course of preparation for merger of the schools within the foundation, considerable administrative issues were encountered. As a result, a complete single central register of appointments did not exist at the time of the inspection. Nor was this supported by suitable evidence in staff files. Subsequently, the school was unable to demonstrate that the required recruitment checks for staff, supply staff, and governors are carried out consistently.

Premises and accommodation – toilet, washing and changing facilities [Part 5, paragraph 23]

- 2.30 The school meets the standard.
- 2.31 Toilet, washing and changing facilities are suitable and sufficient for the number and age-range of pupils attending at each site.

Premises and accommodation – accommodation for medical needs [ISSR Part 5, paragraph 24]

- 2.32 The school meets the standard.
- 2.33 The school has suitable accommodation for the medical examination and treatment of pupils at each site.

Premises and accommodation – maintenance of premises and accommodation [ISSR Part 5, paragraph 25]

- 2.34 The school meets the standard.
- 2.35 The school's premises are maintained to a good standard across all sites. Routine and emergency maintenance tasks are carried out efficiently by caretaking teams deployed at each location, overseen and co-ordinated effectively by a senior leader.

Premises and accommodation – acoustics, internal and external lighting, drinking water and water supply, outdoor space for PE and play [ISSR Part 5, paragraphs 26–29]

- 2.36 The school meets the standards.
- 2.37 Acoustics, internal and external lighting, drinking water, water supply and outdoor space are each of a suitable standard at all sites.

Provision of information [ISSR Part 6, paragraph 32]

2.38 The school meets the requirements for providing information to parents.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.39 The school does not meet the standard.

2.40 Governors do not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.41 A recently commissioned review of governance, commenced under the new arrangements, is effectively designed to help governors take decisions likely to promote the well-being of the pupils and has the potential to remedy current shortcomings, but was not fully implemented at the time of the inspection.

3. Regulatory action points

- 3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and the requirements of the Early Years Statutory Framework and should take immediate action to remedy deficiencies as detailed below.

ISSR Part 1, Teaching, paragraph 3

- The school must ensure that the teaching of RSE sufficiently motivates pupils and enables them to think and learn for themselves during these lessons; and that sufficiently effective staff training enables teaching which demonstrates a good knowledge and understanding of the subject matter taught [paragraph 3(a), (b) and(e)].

ISSR Part 1, Teaching, paragraph 3

- The school must ensure that sufficient time is allocated to the teaching of RSE to enable the full content of the RSE curriculum to be delivered [paragraph 3(a)].

ISSR Part 3, Welfare, health and safety, paragraph 7

- The school must ensure that all staff receive regular and prompt update training in safeguarding to include the reading of part one of KCSIE each time it is updated, as required by current statutory guidance [paragraph 7(a) and (b); EYFS 3.6].

ISSR Part 3, Welfare, health and safety, paragraph 7

- The school must liaise with and, when appropriate, make referrals to relevant external agencies when concerns about the sexual harassment of pupils arise [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

ISSR Part 3, Welfare, health and safety, paragraph 7

- The school must ensure that safeguarding information is kept confidential and stored securely, as required by current statutory guidance [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

ISSR Part 3, Welfare, health and safety, paragraph 7

- The school must carry out all required recruitment checks as required by current statutory guidance, and keep suitable records of this information [paragraph 7(a) and (b); EYFS 3.4, 3.7, 3.9 and 3.12].

ISSR Part 3, Welfare, health and safety, paragraph 7

- The school must take effective steps to manage potential safeguarding risks relating to individuals who have access to children [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

ISSR Part 3, Welfare, health and safety, paragraph 7

- The governors must conduct an effective annual review of safeguarding [paragraph 7(a) and (b)].

ISSR Part 3, Welfare, health and safety, paragraph 14

- The school must ensure that pupils are properly supervised through the appropriate deployment of school staff in all school transport [paragraph 14; EYFS 3.28 to 3.31].

ISSR Part 4, Suitability of staff, paragraph 18–21

- The school must ensure that it maintains a complete and accurate single central register and suitable records of all required recruitment checks of staff, supply staff, and governors [paragraphs 18, 19, 20 and 21; EYFS 3.9 to 3.12].

ISSR Part 8, Quality of leadership and management, paragraph 34

- Leaders and governors must ensure that recommendations of the recent review of governance are implemented effectively so that all decisions taken promote the well-being of the pupils and all actions are suitably monitored and reviewed [paragraphs 34(1)(a), (b) and (c)].

4. Recommendation with regard to material change request

- 4.1 The Coventry School Foundation's proposal to merge Bablake Senior School with Bablake Junior School and Pre-prep and King Henry VIII School, to create the new Bablake King Henry VIII School, cannot be recommended for approval until the existing schools in the foundation meet all regulatory requirements.

5. Summary of evidence

- 5.1 The inspector held discussions with the interim headmaster, senior leaders and other members of staff. He visited different areas of the school sites within the foundation. He scrutinised a range of documentation, records and policies.