



**Material Change Inspection Report**

**St John's Beaumont School**

**July 2024**

## School's details

<b>School</b>	St John's Beaumont School		
<b>DfE number</b>	936/6422		
<b>Registered charity number</b>	230165		
<b>Address</b>	St John's Beaumont School Priest Hill Old Windsor Berkshire SL4 2JN		
<b>Telephone number</b>	01784 432428		
<b>Email address</b>	schooloffice@sjb.email		
<b>Headmaster</b>	Mr Philip Barr		
<b>Chair of governors</b>	Mr Andrew Johnson		
<b>Proprietor</b>	The Society of Jesus 1929 Trust		
<b>Age range</b>	3 to 13		
<b>Number of pupils on roll</b>	223		
	<b>Day pupils</b>	175	<b>Boarders</b> 48
	<b>Pre-prep</b>	58	<b>Middle School</b> 73
	<b>Upper school</b>	92	
<b>Date of inspection</b>	05 July 2024		

# 1. Introduction

## Characteristics of the school

- 1.1 St John's Beaumont School is an independent Roman Catholic preparatory school for boarding and day pupils. It is located near Windsor and is registered as a single sex school for male pupils. The school comprises three departments: pre-prep, for pupils in Nursery to Year 2, which includes an early years setting; middle school for pupils in Years 3 to 5; and upper school for those in Years 6 to 8. Pupils can board from Year 3. There is one boarding house, situated on the main school site. The school operates as a charitable trust under the trusteeship of the British Province of the Society of Jesus. A governing body acts for the trustees. There are 32 pupils who receive support for special educational needs and/or disabilities (SEND). No pupil has an education, health and care (EHC) plan. There are 25 pupils who speak English as an additional language (EAL). The school's previous inspection was a progress monitoring inspection in January 2023. A new headmaster took up his appointment in September 2023.

## Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to become co-educational. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), the National Minimum Standards for Boarding 2022 and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	<b>Met</b>
Part 1, paragraph 2A (relationships and sex education)	<b>Met</b>
Part 1, paragraph 3 (teaching)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	<b>Met</b>
Part 5, paragraphs 23 (toilets and changing accommodation) and 30 (boarding accommodation); NMS 4	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard and is likely to continue to do so with the introduction of female day pupils.
- 2.2 The school has a suitable curriculum policy, supported by appropriate plans and schemes of work, which is implemented effectively. Suitable plans are in place to ensure that the curriculum will be similarly effective for co-education. Subject leaders have reviewed schemes of work to ensure that the resources used are balanced with regard to referencing role models, authors, scientists, artists, musicians, or sports personalities. The curriculum covers all required areas of learning and takes into account pupils' ages, aptitude and individual needs. Suitable procedures exist to provide appropriately for any pupil who is identified as having SEND. Pupils are effectively prepared for their future life and, in the upper school, receive appropriate careers guidance. The curriculum provides all pupils with the opportunity to make progress. Leaders provide a suitable range of activities to support the curriculum and have expanded the extra-curricular activities they offer. All activities and areas of the curriculum are equally accessible for both male and female pupils.

### Quality of education provided – relationships and sex education [ISSR Part 1, paragraph 2A]

- 2.3 The school meets the standard and is likely to continue to do so with the introduction of female day pupils.
- 2.4 The school ensures that all pupils are provided with relationships education appropriate to their age, and sex education for pupils of secondary age, that is in line with statutory guidance. Parents may request that their child is wholly or partly excused from sex education. The school publishes a written statement of its policy and consults parents before making any changes. Leaders have considered appropriately how the programme will be taught to mixed groups appropriately including in the short term, when female pupils may be in the minority. In discussions, pupils confirmed that they are able to discuss aspects of gender or sexuality in an open and transparent manner.

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.5 The school meets the requirement and is likely to continue do so with the introduction of female day pupils.
- 2.6 Proprietors and leaders have planned the future teaching of the curriculum appropriately to ensure that lessons will be given to mixed groups for all classroom-based subjects. All trips and visits are planned suitably to be accessible for both male and female pupils. Curriculum planning takes a suitably proportionate approach to sports and games, with plans for mixed teams if neither sex is placed at a disadvantage. Leaders have planned single-sex sports and games of equal quality where positive action is required to ensure that no pupil is placed at a disadvantage.

### Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.7 The school meets the requirement and is likely to continue to do so with the introduction of female day pupils.

- 2.8 The school actively promotes kindness and respect for others. It promotes respect for those with protected characteristics effectively, including gender, belief or background, so that pupils understand that everyone is different and should be treated equally.

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

### **Safeguarding policy**

- 2.9 The school meets the requirements.
- 2.10 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**

- 2.11 The school meets the standards and is likely to continue to do so with the introduction of female day pupils.
- 2.12 Discussions with pupils and staff and the scrutiny of records indicate that appropriate safeguarding procedures are implemented effectively, including in the early years and boarding. Members of the safeguarding team hold senior positions in the school. They are appropriately trained and suitably knowledgeable, including about multi-agency procedures. Key information regarding safeguarding is carefully recorded and regularly monitored by the wider safeguarding team that includes pastoral, boarding, healthcare and counselling staff. There is effective liaison with external agencies including children's services and the local authority designated officer (LADO) for safeguarding. Training and induction for all staff is conducted regularly and recorded as required. It includes frequent informal updates and rescheduled training for any staff that are absent for a session.
- 2.13 Staff are knowledgeable about the recent changes in statutory and non-statutory guidance including child-on-child abuse, sexual harassment, and sexual violence. Recent training on the management of children's mental wellbeing is planned to be reinforced by the scheduled training of a number of mental health first aiders in September 2024. Leaders have ensured that recent training has focused on the needs of both male and female pupils in the co-educational environment. Safeguarding policies and procedures have been adjusted appropriately to reflect this. Discussions with staff indicate that training is thorough and that safeguarding is effectively managed. Staff understand the principles set out in the staff code of conduct including the importance of reporting low-level concerns. They have no reservation about using whistleblowing procedures if necessary. Senior leaders take appropriate action if they receive any allegation with respect to an adult who works with children or when there is a breach of the code of conduct. They understand the process of referral to external agencies and the duty to inform relevant statutory bodies if required.
- 2.14 The safeguarding team works closely with governors to produce a suitable annual review of safeguarding. Scrutiny of the minutes of governors' meetings confirms an appropriate breadth and depth of oversight including consideration of the implications of the transition to co-education for safeguarding arrangements. Governors receive regular training and updates from the safeguarding team. The nominated governor for safeguarding and a nominated governor for co-education visit the school regularly to provide support for pastoral staff and the safeguarding team.
- 2.15 Pupils confirm that there are numerous trusted adults that they can talk to and that they know how to contact the school's independent listener. Records confirm that, when a pupil raises a concern, they receive a prompt response and that action is taken if required. In discussion, pupils who board said they were confident that they receive an appropriate induction when they join the school that includes expectations with respect to their behaviour. They confirmed that they know how to contact helplines

including Childline and the Children's Commissioner. Appropriate numbers of staff supervise pupils during the school day and in boarding. All pupils receive appropriate guidance on how to stay safe, including online, and the school filters and monitors use of technology appropriately.

### **Premises and accommodation – toilets and changing accommodation and boarding accommodation [ISSR Part 5, paragraphs 23 and 30; NMS 4]**

- 2.16 The school meets the standards and is likely to continue to do so with the introduction of female day pupils.
- 2.17 Suitable toilet, washing and changing facilities are provided for the sole use of pupils. Leaders have scheduled building works and the refurbishment of existing facilities in the forthcoming summer holidays to provide an appropriate number of separate toilet facilities for male and female pupils. These facilities are located in the main teaching block, sports hall, and swimming pool. Each area also has suitable separate changing accommodation and showering facilities that meet the needs of male and female pupils above the age of 11 as the school makes the transition to full co-education.
- 2.18 The accommodation provided for male pupils who board is suitable. Proprietors and leaders ensure that good quality sleeping and living accommodation that includes appropriate internet access is provided for boarders. Suitable toilet and washing facilities are provided for the sole use of pupils who board. Accommodation is well-furnished and of sufficient size for the number, age and needs of the pupils. Pupils who board are able to personalise their own space and have suitable privacy in their own individually partitioned areas of the dormitories. Proprietors and leaders have no current intention to develop boarding accommodation for female pupils.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

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

### **Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]**

- 2.20 The school meets the standard and is likely to continue to do so with the introduction of female day pupils.
- 2.21 The governing body and those with leadership and management positions demonstrate good skills and knowledge appropriate to their role. Governors and senior leaders provide effective oversight of regulatory areas to ensure that the standards are consistently met. They fulfil their responsibilities effectively to actively promote the wellbeing of both day and boarding pupils. Governors and senior leaders have planned carefully for the transition to co-education. Suitable arrangements are in place to admit female pupils.

### **3. Recommendation with regard to material change inspection**

#### **Recommendation**

- 3.1 It is recommended that the school's proposal to change from single-sex to co-educational education be approved.

## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with the chair of governors. He visited different areas of the school including boarding areas, and talked with groups of pupils. He scrutinised a range of documentation, records and policies.