



ISI Independent
Schools
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

BOSWORTH INDEPENDENT COLLEGE

SEPTEMBER 2017



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SCHOOL'S DETAILS

College	Bosworth Independent College			
DfE number	928/6062			
Address	Nazareth House, Leicester Parade, Barrack Road, Northampton NN2 6AF			
Telephone number	01604 239995			
Email address	info@bosworthcollege.com			
Principal	Mrs Fiona Pocock			
Proprietor	Mr Mark Broadway			
Age range	14 to 19 years			
Number of pupils on roll	264			
	Boys	154	Girls	110
	Day pupils	80	Boarders	184
	Seniors	63	Sixth Form	201
Inspection dates	20 to 22 September 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Bosworth Independent College is an independent day and boarding college for boys and girls aged between 14 and 19 years. The school was established as an international tutorial college in 1977. It has been owned and governed by members of the Broadway family for over ten years, supported by an advisory board. The current principal has been in post since 2014.
- 1.2 Weekly or full boarders are accommodated in six houses all within walking distance of the academic college buildings. Older students aged over 18, who have college and parental consent, can become part of a senior house whose students live semi-independently in nearby houses, in groups of four to six.
- 1.3 The college has not been inspected before by Independent Schools Inspectorate.

What the school seeks to do

- 1.4 The college aims to enable students to achieve the best academic outcomes within a caring, secure and happy environment through providing firm structures matched to a flexible approach to individual learning. They seek to achieve this through ensuring that each student feels valued and respected and is encouraged and strongly supported as they learn.

About the pupils

- 1.5 Over two-thirds of the students are from abroad, representing more than thirty countries, with the rest coming from a range of professional and business white British and more diverse ethnic families who live within a 15-mile radius of the college. Nationally standardised data provided by the college indicate that the ability of the students is broadly average. The college has identified 15 students as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and autism, all of whom receive additional specialist help. No student in the college has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 183 students; of these 143 receive support from specialists and their classroom teachers. Data used by the college have identified five students as being the most able in the college's population, and the curriculum is modified for them.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards identified at their previous inspection.

The inspection was 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 in the relevant section of the report 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), National Minimum Standards for Boarding Schools.

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 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 GCSE results for 2015 were above the national average in 2015 and in-line with the national average in 2016.
- 2.3 In the sixth form, A-level results in the years 2015 and 2016 have been well above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the students and covers the required breadth of material. The teaching enables students to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of students' performance is in place.
- 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 students as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. 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 17 and 19 are 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. Students 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 students new to boarding is implemented. Suitable provision is made for most of the boarders' medical and health care. Suitable provision is made for boarders' food and drink and for managing their laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained, and deployed.
- 2.10 Arrangements to safeguard and promote the welfare of students are not suitable. The safeguarding policy does not reflect current statutory guidance consistently. Safeguarding training for staff and other adults is inconsistent across the college. The designated safeguarding lead is not a member of the senior leadership and has insufficient authority to carry out the role effectively. Students self-medicate, although no appropriate protocols are in place to assess their competence to self-medicate and to decide if they are 'Gillick competent'.
- 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 2, 3.1-3.3, 4, 6–10, 12, 15 and 16 are met. However, standards**

relating to safeguarding [paragraphs 6, 7 and 8 and NMS 11] and parts of the standard on boarders' health and well-being NMS 3.4 and 3.5 are not met and represent a failure to safeguard boarders.

Action point 1

- the school must ensure that arrangements to safeguard and promote the welfare of students are secure, and pay full regard to guidance issued by the Secretary of State, in particular, with regard to safeguarding, ensuring that staff safeguarding training needs are met consistently across the college, and ensuring the DSL has a sufficient level of authority to act effectively [paragraphs 7, 8, & NMS 11]

Action point 2

- the school must devise and implement appropriate protocols to assess boarders' competence to self-medicate and to decide if they are 'Gillick competent' [NMS 3.4 and 3.5]

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

- 2.12 The school makes appropriate checks to confirm the suitability of proprietors. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The school has not carried out all required checks to ensure the suitability of staff before they begin work or take up their positions within the school; in particular checks relating to criminal records checks at the appropriate level and medical fitness. The school could not securely evidence any of the relevant checks required on supply staff. They have not recorded checks on a single central register (SCR) as required in relation to identity, qualifications, criminal records checks and checks against the list of those prohibited from teaching.
- 2.14 **The standard relating to the suitability of the proprietor [paragraph 20], and standards requiring control of visitors to boarding and arrangements for guardianship [NMS 14.2-3; 4-6] are met, but those relating to the suitability of those in contact with pupils at the school in paragraphs 18 (2)(c)(ii), (d) and (f); 19(2) (a) to (d); 21(3)(a)(i), (ii), (iv) and (v), 21(3)(b) (5) and NMS 14.1 are not met.**

Action point 3

- the school must ensure that required checks are carried out on all staff, in particular criminal record checks and a check of medical fitness; that all relevant checks are carried out on supply staff; and that all checks are recorded accurately on the SCR, including the dates on which checks were seen [paragraphs 18 (2)(c)(ii), (d) & (f); 19(2)(a) to (d); 21(3)(a)(i), (ii), (iv), & (v); 21(3)(b), (5) and NMS 14.1].

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet, changing and showering facilities for students and appropriate accommodation for their 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 5 are met.**

PART 6 – Provision of information

2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 college year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the college's academic performance during the preceding school year, and its results in public examinations, 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 statement of boarding principles [NMS 1] are 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 18 are met.

PART 8 – Quality of leadership in and management of schools

2.21 Leaders and the proprietor actively promote the well-being of the students and ensure that the required policies and records for boarding are maintained and effectively monitored.

2.22 The proprietor has not ensured that the leadership and management, including in boarding, demonstrate sufficient skills and knowledge to fulfil their responsibilities effectively; in particular, arrangements for safeguarding, systems to check the suitability of staff and supply staff and some medical aspects of boarding, and the recording of safeguarding and recruitment checks are insufficiently rigorous to ensure that relevant standards are met consistently.

2.23 The standards relating to actively promoting the well-being of pupils [paragraph 34(c) and NMS 13.2 and 13.5-9] are met but those relating to demonstrating sufficient skills and knowledge and ensuring that the other standards are consistently met [paragraph 34(a),(b) and NMS 13.1, 3 and 4] are not met.

Action point 4

- **the school must ensure that leadership and management including of boarding, demonstrate sufficient skills and knowledge to fulfil their responsibilities effectively to ensure the independent school standards are met consistently.**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with members of staff and a telephone call with the proprietor. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Lady Fiona Mynors

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Mr Alex Balls

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