



**ISI** Independent  
Schools  
Inspectorate

## **Report for an Additional Inspection**

**Bootham School**

**October 2019**



## School's details

<b>School</b>	Bootham School			
<b>DfE number</b>	816/6000			
<b>Registered charity number</b>	513645			
<b>Address</b>	Bootham School 51 Bootham York North Yorkshire YO30 7BU			
<b>Telephone number</b>	01904 623261			
<b>Email address</b>	office@boothamschool.com			
<b>Headteacher</b>	Mr Chris Jeffery			
<b>Chair of governors</b>	Mr Stephen Sayers			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	585			
	<b>Day pupils</b>	496	<b>Boarders</b>	89
	<b>EYFS</b>	24	<b>Juniors</b>	100
	<b>Seniors</b>	317	<b>Sixth Form</b>	144
<b>Date of visit</b>	15 October 2019			

## 1. Introduction

### Characteristics of the school

- 1.1 Bootham School is a co-educational day and boarding school for pupils aged 3 to 18. It comprises Bootham Junior School, for pupils aged 3 to 11, which includes the Early Years Foundation Stage (EYFS), and Bootham Senior School, for pupils aged 11 to 18. Boarding is offered from the age of 11 in one of three boarding houses. Both schools occupy sites close to the centre of York. The school was founded in 1823 as a school for the sons of the Society of Friends and relocated to its present site in 1846. The school is a limited company with a board of governors, the school committee, overseeing its work.
- 1.2 English is an additional language for 65 pupils, 59 of whom receive additional support for their English. There are 100 pupils identified as having special educational needs and or disabilities (SEND), mainly for dyslexia; all of whom receive extra support. No pupil has an educational, health and care plan (EHC). The school's previous inspection was a regulatory compliance inspection in January 2018.

### Purpose of the visit

- 1.3 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), the National Minimum Standards for Boarding 2015 and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 3, paragraph 7 (safeguarding)	Not met
Part 3, paragraph 8 (safeguarding boarders); NMS 11	Not met
Part 3, paragraph 9 (behaviour); NMS 12	Met
Part 3, paragraph 10 (bullying); NMS 12	Met
Part 3, paragraph 11 (health and safety); NMS 6	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management); NMS 13	Not met

## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11; EYFS 3.4 and 3.7]**

#### **Safeguarding policy**

- 2.1 The school meets the requirements.
- 2.2 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**

- 2.3 The school does not meet all of the standards and the requirements.
- 2.4 The school has not always followed its own policy and procedures when seeking guidance or making referrals to external agencies, including the school's safeguarding partners. Such referrals and/or discussions are not always carried out in a timely or appropriate manner. School records do not always fully reflect the nature of some safeguarding concerns as they do not include sufficient and timely information on discussions with external agencies.
- 2.5 All members of staff, including those with designated responsibility for safeguarding and those working with boarders, have appropriate levels of safeguarding training, attend regular update training and have a clear understanding of many elements of safeguarding and their responsibilities. Scrutiny of the presentation delivered at the most recent staff update training shows that there was a strong focus on peer-on-peer abuse, e-safety and on the most recent update of *Keeping Children Safe in Education (KCSIE) 2019*. Listening to children forms a key aspect of the training, and the school's ethos is one where the pupils' voice is valued and the school responds accordingly. There are appropriate recruitment procedures in place.
- 2.6 The DSL recognises the importance of e-safety as part of a wider safeguarding remit. There are suitable arrangements in place for filtering the internet on the school's systems. The school has identified the potential misuse of mobile technology and has introduced a ban on the use of mobile technology for pupils in Years 7 and 8. Older pupils may only use their mobile devices at lunch or break times in social areas that are appropriately supervised. Older pupils' personal devices may only be used for research purposes within lessons with the prior agreement of the teacher. There is an effective system in place to monitor pupils' use of the school internet, and feedback is provided to the DSL on a regular basis or sooner if any inappropriate access is identified. The school responds appropriately when any misuse of technology has been detected.
- 2.7 Suitable arrangements are in place for the induction of new staff, which includes training in safeguarding. A suitable code of conduct for staff is implemented effectively and action taken when required if the code is seen to be breached. The code of conduct is understood by all staff and includes advice on e-safety and the appropriate use of social media. The staff code of conduct is integral to all safeguarding and child protection documentation. During interview, staff reported that they felt confident with the school's whistleblowing procedures and that they would feel happy to make any referral directly to children's social services should the need arise.
- 2.8 Throughout the school, including in the EYFS, there is a strong emphasis on listening to children. Boarders have access to both male and female staff in each house every night. Boarders know that there is an independent listener should they wish to speak to someone outside the day-to-day running of the school. All pupils interviewed, including boarders, said they feel happy and safe in the school. They confirmed that there are adults within the school to whom they would turn if they had an anxiety or personal concern and they were confident that their concerns would be acted upon promptly.

- 2.9 The school's safeguarding team produces an annual safeguarding report that includes appropriate sections on how the school supports pupils. This includes appropriate references to supporting the emotional needs of pupils with SEND, sometimes through the school's counselling service. The mental health of pupils is given high profile within the school. The annual safeguarding report is discussed with school governors and provides a detailed overview of the school's arrangements, ensuring that governors are suitably informed.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 12]**

- 2.10 The school meets the standards.
- 2.11 The school has a suitable policy to promote good behaviour which is implemented effectively. The policy includes a suitable set of sanctions to be applied in the event of any misbehaviour. The school has strengthened its arrangements for the recording of any misbehaviour by pupils, including any misuse of technology, through the introduction of a new electronic management system. This enables all members of staff, including those with responsibility for boarders, to input information regarding pupils' behaviour. The school's pastoral leads use the data effectively to identify any patterns or trends. The school adopts a sensitive approach to any behavioural matters relating to pupils with SEND or for those whose mental well-being may be fragile. It ensures that the individual needs of pupils are taken into account when sanctions are applied. Governors are well informed and have effective oversight of the school's policy and arrangements. They are presented with key information that ensures that they can monitor the school's arrangements effectively. Information from a recent school survey on behaviour and bullying is being used effectively to strengthen both the school's policy and associated procedures.

### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; NMS 12]**

- 2.12 The school meets the standards.
- 2.13 The school has a suitable anti-bullying policy which is implemented effectively. Record keeping has been strengthened through the introduction of a new electronic management system. This allows any patterns and trends to be identified. School leaders, including governors, have effective oversight of all bullying matters through the regular reports from the school's pastoral leads. Pupils, including boarders, feel that there is always someone to talk to should bullying occur and that their concerns and worries would be acted upon swiftly. They understand that sexual harassment is a form of bullying and are aware of the emotional and physical consequences of any type of bullying incident. Pupils understand that cyber-bullying can be prevalent amongst young people and feel that the school educates them suitably on how to deal with any incidents should they arise. Pupils, including boarders, feel that new measures introduced to reduce the possibility of cyber-bullying and accessing inappropriate material on their mobile devices has been a positive measure. They feel that there is an increased focus on constructive social interaction during break and lunch times as they now do not spend their leisure time on their mobile devices.

### **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; NMS 6]**

- 2.14 The school meets the standards.
- 2.15 The school ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. The school's arrangements clearly identify those with specific responsibility for health and safety and ensure that all are appropriately trained. The school has a detailed training programme that is tailored to the individual needs of the staff. There are suitable procedures in place for the recording of any health and safety issues, and

school leaders, including governors, have effective oversight of all related matters. There are appropriate maintenance logs in place including for oversight of the school's internet, hardware and filters on the internet. The school has suitable arrangements in place for the appropriate reporting of any health and safety concerns.

### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 6]**

2.16 The school meets the standards.

2.17 The school has a suitable risk assessment policy and action is taken swiftly to reduce risks once identified. Staff are suitably trained in filling out risk assessments and these are reviewed by school leaders and managers. The school is currently developing a generic risk assessment form that will be used by all staff to ensure greater conformity in style and presentation. Detailed risk assessments are carried out for all off-site visits, and the school liaises appropriately when using specialist providers such as on residential trips. There are suitable risk assessments in place for areas where risks may be greater such as at the science laboratories, workshops and the swimming pool. Health and safety leaders liaise effectively with the information technology department should risk assessments be deemed necessary for any breaches in internet security.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c); NMS 4]**

2.18 The school meets the standards.

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 13]**

2.20 The school does not meet the standards.

2.21 Leaders and managers have appropriate levels of experience and demonstrate effective oversight and monitor any incidents of poor behaviour and bullying effectively, and they ensure that there is appropriate provision for health and safety and that risk assessments are in place. However, they do not always demonstrate good skills in fulfilling their responsibilities effectively to ensure that the independent school standards are met consistently. Safeguarding procedures, relating to liaison with external agencies and the recording of any such contact, sometimes lack rigour. Leaders and managers, including governance, do not fully fulfil their responsibilities in overseeing these two areas.

### 3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014, National Minimum Standards for Boarding Schools 2015 and requirements of the Early Years Statutory Framework and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 3, Welfare, health and safety, safeguarding [paragraphs 7 and 8; NMS 11; EYFS 3.4, 3.7]**

- Ensure that the school responds promptly and appropriately when any safeguarding concerns are raised in accordance with school policy and locally agreed procedures. [paragraphs 7(a),(b) and 8(a),(b); NMS 11.1; EYFS 3.4, 3.7]
- Ensure appropriate records are kept of all communication between the school and the local safeguarding partners. [paragraphs 7(a),(b) and 8(a),(b); NMS 11.1; EYFS 3.4, 3.7]

#### **ISSR Part 8, Quality of leadership in and management of schools [paragraph 34(1)(a), (b) and (c); NMS 13.3-13.5]**

- Ensure that school leaders and managers demonstrate good skills and knowledge appropriate to their roles and fulfil their responsibilities effectively to actively promote the well-being of pupils. [paragraph 34(1)(a), (b) and (c); NMS 13.3, 13.4, 13.5]

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff, including boarding staff, and met with the chair of governors. They talked with groups of pupils, including boarders. They scrutinised a range of documentation, records and policies.