



ISI Independent
Schools
Inspectorate

Additional Inspection Report

Bristol Grammar School

October 2022

School's details

School	Bristol Grammar School			
DfE number	801/6013			
Registered charity number	1104425			
Address	Bristol Grammar School University Road Bristol BS8 1SR			
Telephone number	0117 9736006			
Email address	ochambers@bgs.bristol.sch.uk			
Headmaster	Mr Jaideep Barot			
Chair of governors	Mr Romesh Vaitilingam			
Age range	4 to 18			
Number of pupils on roll	1371			
	EYFS	36	Juniors	300
	Seniors	715	Sixth Form	320
Date of inspection	17 October 2022			

1. Introduction

Characteristics of the school

- 1.1 Bristol Grammar School is a co-educational day school. It is a charitable foundation whose trustees serve as governors with proprietorial responsibility. There are 38 pupils who receive additional support for their special educational needs and/or disabilities. Two pupils have an education, health and care plan. There are 42 pupils for whom English is an additional language. The school's previous inspection was a regulatory compliance inspection in March 2019.

Purpose of the inspection

- 1.2 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). It focused on the senior school and sixth form. The primary focus was on the spiritual, moral, social and cultural development of pupils; safeguarding; behaviour; bullying; risk assessment; and the handling of parents' complaints. The school's compliance with other regulations relating to the primary focus was also inspected.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum), 2A (relationships and sex education), 3 (teaching) and 4 (framework for pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraphs 9 (behaviour) and 10 (bullying)	Met
Part 3, paragraph 14 (supervision)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7, paragraph 33 (complaints procedure)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum, relationships and sex education, teaching and framework for pupils’ performance [ISSR Part 1, paragraph 2, 2A, 3 and 4]

- 2.1 The school meets the standards.
- 2.2 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. Pupils receive relationships and sex education, except in so far as they are lawfully excused. This places suitable focus on respect for others. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance. The school’s framework for pupils’ performance ensures that pupils’ progress in academic and personal development is closely and systematically monitored, and that appropriate support is provided.

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

- 2.3 The school meets the standard.
- 2.4 The school actively promotes principles and values which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens; the school has ensured that its curriculum, including personal, social and health education and related relationships and sex education, supports pupils’ personal development in these regards. It gives particular guidance with regard to any mental health issues pupils may experience. Pupils confirm that the school’s guidance in this regard provides relevant support. Pupils are encouraged to display respect for one another and appreciate and value the diverse characteristics of individuals. Their attitudes and behaviour demonstrate that this encouragement is successful in influencing pupils’ development. This includes their attitudes towards those with protected characteristics, including race, gender, orientation and disability, and those from different faith and belief cultures.

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

Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 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

- 2.7 The school meets the standard.
- 2.8 The safeguarding policy is effectively implemented at all levels. This includes appropriate implementation of the Prevent duty guidance. It is further supported by appropriate policies covering the staff code of conduct, safe recruitment, whistleblowing and e-safety which are understood and implemented by staff. The designated safeguarding lead (DSL) ensures that safeguarding concerns are reported, collated and monitored and that appropriate actions are taken. The DSL has an effective relationship with local agencies and makes appropriate referrals. Where allegations are made the school responds appropriately making prompt referral to external agencies, including the Disclosure and Barring Service and Teaching Regulation Agency.

- 2.9 The DSL and other members of the safeguarding team have sufficient capacity to ensure effective safeguarding implementation. The safeguarding arrangements are reviewed annually by the governors, who have appropriate knowledge, liaise closely with the DSL and maintain effective oversight. They ensure that suitable review takes place following serious safeguarding incidents and that changes are made to procedures where necessary.
- 2.10 Pupils can express concerns, are listened to and receive appropriate support, including early help. There is appropriate and effective regard for pupils' mental health, in particular following serious incidents which impact on the pupil body. Pupils confirmed that they feel safe at school. Staff understand child-on-child abuse and take appropriate action when incidents occur. Staff training in safeguarding, including for all DSLs, is comprehensive including appropriate attention to handling allegations and online safety. The use of technology by pupils is suitably controlled.

Welfare, health and safety of pupils – behaviour and bullying [ISSR Part 3, paragraphs 9 and 10]

- 2.11 The school meets the standards.
- 2.12 The school has ensured that suitable written behaviour and anti-bullying policies have been drawn up. These are implemented effectively so that pupils are enabled to positively address any behavioural issues. Rewards for good behaviour and sanctions for misbehaviour are made clear. Suitable records are kept of sanctions imposed for serious misbehaviour and of the actions taken to address any instances of bullying. Bullying incidents are few and this reflects the supportive relationships that prevail between pupils at the school. These are promoted by the effective guidance and care provided by the school's leaders and staff. Instances of serious misbehaviour are few. All reported inappropriate behaviour, however minor, is logged. Interventions and outcomes are recorded so that senior leaders can identify any patterns or trends. They respond effectively by continually improving practice in managing pupils' behaviour. In discussions, pupils expressed confidence in the school's arrangements to promote good behaviour and in the effectiveness of its anti-bullying strategy. This is supported by inspection evidence. During the visit, pupils were observed behaving well in lessons and at other times, displaying mutual respect.

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

- 2.13 The school meets the standard.
- 2.14 Arrangements for supervision within school and on school visits are appropriate. These are reviewed and revised responsibly and effectively in response to any incidents which occur. Staff are suitably available and visible around the school should pupils need support.

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

- 2.15 The school meets the standard.
- 2.16 The school has a suitable risk assessment policy which is implemented effectively. Risk assessments identify potential risks around the school and appropriate steps are taken to guard against these. Trips and visits are suitably risk assessed and such measures are reviewed appropriately following serious incidents. When it is necessary to assess risks for vulnerable pupils, or safeguarding situations which involve particular pupils, the school does so effectively, ensuring that such risks are mitigated.

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

- 2.17 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.

Manner in which complaints are handled [ISSR Part 7, paragraph 33]

- 2.18 The school meets the standard.
- 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. Panel hearings operate effectively. Senior leaders and governors take suitable action on any recommendations made. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

- 2.20 The school meets the standard.
- 2.21 The proprietor ensures 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 wellbeing of the pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, and no further action is required as a result of this inspection.

4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the vice chair of governors. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mr Andrew Farren

Reporting inspector

Mr Chris Manville

Assistant reporting inspector