



**ISI** Independent  
Schools  
Inspectorate

**Additional Inspection Report**

**Bury Grammar School**

**February 2023**

## School's details

<b>School</b>	Bury Grammar School			
<b>DfE number</b>	351/6008			
<b>Registered charity number</b>	526622			
<b>Address</b>	Bury Grammar School Tenterden Street Bury Lancashire BL9 0HN			
<b>Telephone number</b>	0161 696 8600			
<b>Email address</b>	schooloffice@burygrammar.com			
<b>Principal</b>	Mrs Jo Anderson			
<b>Chair of proprietors</b>	Mrs Gillian Winter			
<b>Proprietor</b>	The Bury Grammar Schools Trustee Limited			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	1316			
	<b>EYFS</b>	32	<b>Juniors</b>	323
	<b>Seniors</b>	784	<b>Sixth Form</b>	177
<b>Date of inspection</b>	3 February 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 Bury Grammar School is a co-educational day school situated in Greater Manchester. Each section of the school has its own head and the principal is the head of the female senior school. The school is a registered charity and is overseen by a board of governors.
- 1.2 Bury Grammar School Boys was founded towards the end of the sixteenth century and Bury Grammar School Girls in 1884. They merged formally in May 2018 and the school comprises four sections: a kindergarten and primary division for male and female pupils aged 3 – 11 which includes an Early Years Foundation Stage (EYFS) setting; separate senior male and female schools for pupils aged 11 – 16; and a sixth form. The school has identified 111 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 139 pupils. The school's previous inspection was a regulatory compliance inspection which took place in November 2018.

### Purpose of the inspection

- 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) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum) and 3 (teaching)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 12 (fire safety)	<b>Met</b>
Part 3, paragraphs 14 and 15 (supervision of pupils; admission and attendance registers)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints procedure)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum and teaching [ISSR Part 1, paragraphs 2 and 3]

- 2.1 The school meets the standards.
- 2.2 The school provides appropriate plans and schemes of work which include linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education as well as all of the requirements of the DfE's statutory guidance for relationships and sex education (RSE). The school has effective plans for pupils' academic and personal, social and health education (PSHE). The school's provision takes into account the ages, aptitudes and needs of all pupils. It provides equal opportunities for all to learn and make progress, including those pupils with SEND and those with an EHC plan.
- 2.3 The school's policy for RSE is available to parents on the school's website. In drawing up the policy and scheme of work the school has consulted pupils, parents and staff taking their views into consideration. The programme is designed so that topics are revisited in subsequent years in order to build up deeper understanding.
- 2.4 Teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills across the curriculum. It shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons. This is confirmed by scrutiny of the resources used in teaching each year group. Teaching does not discriminate against pupils contrary to the 2010 Equality Act. It provides appropriately for all those with protected characteristics, including those with SEND.

### 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 Scrutiny of records, and discussions with pupils and staff indicate that the school implements its safeguarding policy effectively, including in the EYFS. Pupils stated confidently that they know how to stay safe, including online. They confirmed that they can talk to staff if they are worried or concerned, will receive a response and that action will be taken when they express concerns.
- 2.9 Those responsible for safeguarding hold senior positions within the school. They are suitably knowledgeable and appropriately trained, including for multi-agency working. Key information is shared regularly between safeguarding, pastoral and healthcare staff, taking into account each individual pupil's physical, psychological and learning needs and wishes. This information is used to agree appropriate action, including the drawing-up and implementation of individual support plans. Such action includes appropriate steps to deal with any incidents of inappropriate sexual behaviour, including sexual harassment and/or sexual violence. There is effective liaison with external agencies including referral to Child and Adolescent Mental Health Services (CAMHS) and the local authority designated officer (LADO) for safeguarding. Appropriate safeguarding arrangements are in place to

## Regulatory action points

respond to children who go missing from education. Training for other staff and for governors is conducted regularly as required. It is effective and includes informal updates. Staff are knowledgeable about changes in recent legislation including the management of children's mental wellbeing, contextual safeguarding, child-on-child abuse, sexual harassment and sexual violence. They are aware of the particular vulnerability of pupils with SEND to abuse. They understand the principles underpinning the staff code of conduct and the procedures for making a referral, including the importance of low-level reporting and whistleblowing. Senior leaders take appropriate action if any perceived breach of the staff code of conduct occurs. They understand their responsibility to make referral to relevant statutory bodies once investigations by external agencies are completed. They fulfil this effectively.

- 2.10 The designated governor responsible for safeguarding meets regularly with the designated safeguarding lead (DSL), deputy DSL and members of the safeguarding team and maintains effective oversight of safeguarding policies and their implementation. Reports are given regularly to the governing body by the DSL. These highlight appropriate details of any safeguarding incidents and governors review these effectively. In addition to continuous monitoring, governors undertake a suitable annual review of safeguarding in line with guidance from the local authority.

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

- 2.11 The school meets the standard.
- 2.12 Procedures relating to fire safety are correctly implemented. A suitable fire risk assessment has been made and actions required are implemented effectively. Regular fire drills are carried out and staff and pupils understand what to do in the event of a fire. Evacuation procedures are effective and the estates team regularly review the effectiveness of these procedures. Drills and evacuations include appropriate measures to identify whether all pupils are present. The fire alarm system, emergency lighting and firefighting equipment are regularly tested and maintained; signage is appropriate and comprehensive fire safety records are kept.

### **Welfare, health and safety of pupils – supervision of pupils, admission and attendance registers [ISSR Part 3, paragraphs 14 and 15]**

- 2.13 The school meets the standards.
- 2.14 The school has a suitable policy for supervising pupils. Staff receive appropriate guidance on induction, and this is maintained through regular updates. Staff have clear job descriptions detailing their duties with regard to supervision. Comprehensive duty rotas cover all areas of the school, including in the EYFS, where ratios of staff to children are suitable. Arrangements for different times of day take into account the age, number and needs of pupils and the locations and activities involved. These are all implemented effectively. The school has sufficient numbers of suitably trained staff who pupils can talk to should they require assistance, including in the EYFS. Monitoring by senior staff ensures that supervision is effective, and that cover is put in place without delay if it is required. Admission and attendance registers are maintained as required with registration of pupils undertaken suitably regularly to ascertain that all pupils are present. Any absence is followed up promptly.

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

- 2.15 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]**

- 2.16 The school meets the standard.
- 2.17 The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards. The school policy for handling parental complaints states that complaints, if any, are handled 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 timescales and, at the third stage, the panel can make findings and recommendations which are communicated to the complainant.
- 2.18 Records show that the school has responded appropriately in line with the timescales outlined for stage 1 (informal) and stage 2 (formal) complaints. Since the previous inspection, the school has undertaken one Stage 3 hearing. This was organised and recorded in line with its published procedures.

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

- 2.19 The school meets the standard.
- 2.20 Senior leaders and proprietors demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all 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 requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

## 4. Summary of evidence

4.1 The inspectors held discussions with the deputy principal, vice-principal, senior leaders and other members of staff and met with the chair of governors and one other governor. 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 Desmond Dunne

Reporting inspector

Mr William Burn

Assistant reporting inspector