



**ISI** Independent  
Schools  
Inspectorate

**Additional Inspection Report**

**The Manchester Grammar School**

**May 2023**

## School's details

<b>School</b>	The Manchester Grammar School			
<b>DfE number</b>	352/6029			
<b>Registered charity number</b>	529909			
<b>Address</b>	The Manchester Grammar School Old Hall Lane Manchester M13 0XT			
<b>Telephone number</b>	0161 224 7201			
<b>Email address</b>	general@mgs.org			
<b>Headteacher</b>	Dr Martin Boulton			
<b>Chair of governors</b>	Mrs Clare Bolton			
<b>Proprietor</b>	The Manchester Grammar School Foundation Trustee Ltd			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	1661			
	<b>Junior school</b>	234	<b>Lower school</b>	391
	<b>Middle school</b>	651	<b>Sixth Form</b>	385
<b>Date of inspection</b>	10 May 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 The Manchester Grammar School is an independent day school. It is registered as a single sex school for male pupils. The school has representative, ex-officio and co-opted governors and is a private company, limited by guarantee. The junior school is for pupils in Years 3 to 6. The senior school consists of three sections: the lower school for pupils in Years 7 to 9; the middle school for those in Years 10 to 11; and the sixth form. Three pupils in the school have an education, health and care (EHC) plan. The school has identified 205 pupils as having special educational needs and/or disabilities (SEND). English is an additional language (EAL) for 183 pupils, of whom 30 receive additional support. The school's previous inspection was an educational quality inspection in April-May 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). The inspection focused on the senior school.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 9 (behaviour)	<b>Met</b>
Part 3, paragraph 10 (bullying)	<b>Met</b>
Part 3, paragraph 11 (health and safety)	<b>Met</b>
Part 3, paragraph 12 (fire)	<b>Met</b>
Part 3, paragraph 13 (first aid)	<b>Met</b>
Part 3, paragraph 14 (supervision)	<b>Met</b>
Part 3, paragraph 15 (admissions and attendance)	<b>Met</b>
Part 3, paragraph 16 (risk assessment)	<b>Met</b>
Part 4, paragraphs 18-21 (suitability of staff, supply staff and proprietors)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 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 meets the standard.
- 2.4 The safeguarding policy is implemented effectively. There is suitable training in place for all staff and governors, including for those who have specific safeguarding responsibilities. The training that takes place reflects locally agreed safeguarding arrangements. There are periodic safeguarding updates for all those working with pupils, led by designated safeguarding leads, who also form the heart of the school's pastoral team. In discussions, staff reported that they feel that their training prepares them well to deal with any safeguarding concerns. They understand their safeguarding responsibilities and know the procedures for reporting any concerns. Staff understand up-to-date definitions of abuse, recognising the particular vulnerabilities of pupils with protected characteristics, including those with SEND, in particular in relation to child-on-child abuse. All staff are suitably trained on the dangers of extremism and radicalisation.
- 2.5 Staff understand the importance of associated policies and procedures such as those relating to whistleblowing and the staff code of conduct. They understand their responsibility to raise any concerns relating to the behaviour of fellow staff members, including low-level concerns. If concerns about a staff member are raised, senior leaders understand and act upon their responsibility to seek support and guidance from the local authority designated leads, and to report to the DBS or TRA as necessary.
- 2.6 Safeguarding leads keep careful records of all safeguarding matters. Such incidents are categorised according to their nature. This means that leaders can identify any patterns or trends that may require particular interventions. In discussions, pupils stated that they feel safe and are supported well by the school's safeguarding team. They are appreciative of the positive relationships that they build with their tutors and pastoral leads. They also believe that the school's creation of 'safe places' for pupils, where those with similar backgrounds, such as ethnicity, religion or sexual orientation, can raise concerns, help to promote a positive and inclusive safeguarding culture. Pupils feel that they can access adults to express concerns and that their voice is listened to. They feel confident that trusted adults would act swiftly in their best interests. That this happens in practice is confirmed by records of safeguarding. They commented on the quality of support given about staying safe online, communicated through designated curriculum time, assemblies and tutor time. The school has appropriate arrangements in place to monitor internet access through a firewall system.
- 2.7 Governors have effective oversight of the school's arrangements and review safeguarding policies and procedures regularly. There is a governor with specific responsibility to lead on safeguarding and they liaise effectively with school leaders. They also have effective oversight of the school's safer recruitment procedures, which are secure.

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

- 2.8 The school meets the standard.

- 2.9 There is a suitable policy on behaviour management that is implemented effectively. School pastoral leads maintain detailed records of any reported behavioural incident through the school's electronic system. Entries are categorised according to type, and this enables those with pastoral responsibility to identify any patterns and then act accordingly. The system enables pastoral leads to focus on specific matters such as issues of race, gender or sexual orientation, which are evident in behavioural incidents. In discussions, both staff and pupils felt that, whilst some cases of unkind or prejudicial language or behaviour arise, senior leaders deal with such incidents swiftly and effectively. School logs also identify any misbehaviours of pupils whilst on school trips and visits. Governors have clear oversight of all behavioural matters and pastoral leads present data on pupil behaviour to governors' meetings. When any serious incidents arise which involve unacceptable behaviour by pupils relating to others with protected characteristics, governors require suitable review of the school's provision to promote good behaviour.

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

- 2.10 The school meets the standard.
- 2.11 The school has a suitable anti-bullying policy that is implemented effectively. Pastoral leads use the same electronic system as for behaviour to record any bullying incidents. As with behaviour, the logs identify the type of bullying, what support is given to both the victim and the bully and any additional follow up activities. The school also liaises effectively with parents around any bullying concerns. Staffed are suitably trained to recognise bullying and take appropriate action. In discussions, pupils stated that anti-bullying initiatives are given a high profile and are covered in personal, social and health education lessons. They also cited the benefits of whole school initiatives relating to bullying communicated through assemblies and themed weeks, including those relating to e-safety. Governance oversight of the school's anti-bullying strategy is effective.

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

- 2.12 The school meets the standard.
- 2.13 There is a suitable health and safety policy. This is implemented effectively and monitored appropriately by governors. Staff are suitably trained to implement the policy. A tour of the school showed no health and safety concerns. Equally, none were raised in discussions with pupils, staff and senior leaders.

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

- 2.14 The school meets the standard.
- 2.15 Discussions with staff, school leaders and managers, and pupils raised no concerns about the school's fire procedures. Pupils state that fire drills are regular and orderly and that they understand what to do in any emergency. Staff receive appropriate training in fire safety. A tour of the school site showed that there is adequate fire prevention equipment and that there is clear signage in the event of fire.

### **Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13]**

- 2.16 The school meets the standard.
- 2.17 Discussions with staff, school leaders and managers, and pupils raised no concerns about the school's first aid arrangements. During a tour of the school the accommodation for sick and/or injured pupils was visited. The accommodation is suitable and there are qualified first aiders who ensure that there

is appropriate first aid available at the point of need, including through the provision of adequately stocked first aid boxes around the school.

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

- 2.18 The school meets the standard.
- 2.19 Pupils are effectively supervised at all times during the school day, including at break and lunch times and after school. Staff rotas are in place and pupils state in discussions that there is always a staff member nearby should they need one. Suitable staffing arrangements are in place for all school trips and visits, and this includes for times when any emergencies might occur. All trips and visits have a suitable risk assessment in place which includes supervision arrangements by staff.

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

- 2.20 The school meets the standard.
- 2.21 There are no contrary indications that admission and attendance registers are not kept as required.

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

- 2.22 The school meets the standard.
- 2.23 The school has a suitable risk assessment policy. This is implemented effectively. The policy demonstrates the school's approach to risk and how any risks identified will be assessed and any relevant mitigation put in place. Staff are trained in completing risk assessments. The school's lead on outdoor events, trips and visits ensures that all procedures are put in place for such activities and excursions. After each trip or visit, the associated risk assessment is reviewed. This enables school leaders to identify any aspect of arrangements that could be strengthened in the future. The school's strategic approach to risk ensures that risk assessments are in place for a wide range of matters including behaviour and bullying, staff recruitment and any inappropriate behaviour by staff. Suitable risk assessments are made for any vulnerable pupils.

### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

- 2.24 The school meets the standards.
- 2.25 The school procedures for the recruitment of staff and governors are secure. A sampling of the school's appropriate single central register of appointments shows that all required checks on staff are carried out before a person begins work at the school. Suitably detailed staff files containing relevant documentation support this effective process.

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

- 2.26 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]**

- 2.27 The school meets the standard.

- 2.28 School leaders and managers have appropriate knowledge and skills, which they implement effectively to ensure that the standards are met consistently and that they actively promote the wellbeing of 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 chair of governors. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

### Inspectors

Mr Graham Gorton

Reporting inspector

Mrs Louise Robinson

Assistant reporting inspector