



ISI Independent
Schools
Inspectorate

Material Change Inspection Report

Badminton School

May 2023

School's details

School	Badminton School			
DfE number	801/6003			
Registered charity number	311738			
Address	Badminton School Westbury Road Westbury on Trym Bristol BS9 3BA			
Telephone number	0117 905 5200			
Email address	schooloffice@badmintonschool.co.uk			
Headteacher	Mrs Jessica Miles			
Chair of governors	Mr Justin Lewis			
Proprietor	Badminton Trust			
Age range	3 to 19			
Number of pupils on roll	546			
	Day pupils	378	Boarders	168
	EYFS	14	Juniors	108
	Seniors	310	Sixth Form	114
Date of inspection	22 May 2022			

1. Introduction

Characteristics of the school

- 1.1 Badminton School is an independent day and boarding school for female pupils. It was founded in 1858 and moved to its present site in 1924. The school comprises three sections: junior, which includes an Early Years Foundation Stage (EYFS) setting; senior; and sixth form. There are three boarding houses which cater for boarders in Years 5 to 8; Years 9 to 11; and sixth formers. The school has identified 68 pupils as having special educational needs and/or disabilities (SEND), 49 of whom receive additional specialist support. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 55 pupils, of whom 41 receive additional support for their English. The school's previous inspection was a focused compliance and educational quality inspection in October 2022.

Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to increase its pupil roll from 550 to 625. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), the National Minimum Standards for Boarding 2022 and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 and 2A (curriculum); NMS 18	Met
Part 1, paragraph 2A (relationships and sex education)	Met
Part 1, paragraph 3 (teaching)	Met
Part 1, paragraph 4 (framework for pupils' performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils); NMS 13, 17 and 21	Met
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8 and 12	Met
Part 3, paragraph 9 (behaviour); NMS 15	Met
Part 3, paragraph 10 (bullying); NMS 16	Met
Part 3, paragraph 11 (health and safety); NMS 9	Met
Part 3, paragraph 12 (fire); NMS 10	Met
Part 3, paragraph 13 (first aid); NMS 7	Met

Part 3, paragraph 14 (supervision); NMS 20	Met
Part 3, paragraph 15 (admissions and attendance)	Met
Part 3, paragraph 16 (risk assessment); NMS 9	Met
Part 4, paragraph 18 (suitability of staff); NMS 19 and 22	Met
Part 5, paragraphs 23 – 30 (premises and accommodation); NMS 4 and 9	Met
Part 6, paragraph 32 (provision of information); NMS 1	Met
Part 7, paragraph 33 (complaints); NMS 14	Met
Part 8, paragraph 34 (quality of leadership and management); NMS 2	Met

2. Inspection findings

Quality of education provided – curriculum, including relationships and sex education (RSE) [ISSR Part 1, paragraphs 2 and 2A; NMS 18]

- 2.1 The school meets the standards.
- 2.2 The school has a curriculum policy and schemes of work suitable for pupils up to the age of 19 including the additional number of pupils applied for. The planned curriculum provides appropriate experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Planning supports pupils effectively in acquiring speaking, listening, literacy and numeracy skills. It takes into account the age, aptitudes and needs of all pupils, including those with SEND and EAL. The school also provides suitable personal, social, health and economic education (PSHEE) with suitable provision planned for the additional pupils applied for. This includes appropriate careers guidance, work-related experience, and an effective policy for RSE. The school's extensive co-curricular provision supports the preparation of pupils for life in British society and provides suitable activities for boarders in their free time. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.3 The school meets the standard.
- 2.4 Suitably qualified and experienced staff with the requisite skills and knowledge to teach the curriculum up to the age of 19 have been appointed. Teaching groups have been adjusted suitably in order to accommodate the additional pupil numbers applied for. This enables the school to maintain current teacher-pupil ratios and provision. The teaching is well planned across all subjects. This includes the use of a range of appropriate resources and extensive use of the outdoor environment and specialist facilities. Boarders are supported effectively in their studies by a range of staff. Staff demonstrate appropriate subject knowledge when teaching, implementing the school's behaviour policy within an ethos of appropriately warm and caring relationships between pupils and between staff and pupils. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.5 The school meets the standard.
- 2.6 The school has an appropriate system in place throughout the school to assess and track pupils' progress. Assessment in the EYFS uses effectively the early learning goals and the EYFS profile to track children's attainment and progress and to plan the next steps of learning and early intervention if required. As the pupils move through the school suitable assessments are in place including through GCSE and A-level examinations. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5; NMS 13, 17 and 21]

- 2.7 The school meets the standards.

- 2.8 The school effectively promotes values which are fundamental to life in Britain through its PSHEE programme, assemblies and a wide variety of activities and events which take place throughout the year. During discussions, pupils showed clear understanding of the importance of having respect for others regardless of their background or the protected characteristics. Opportunities to promote tolerance and harmony are promoted effectively in the boarding houses and through assemblies and tutor times. The school's restorative approach to managing behaviour enables pupils to consider the impact of their behaviour on others and to resolve conflicts so that all concerned can move forward positively. Opportunities to support a range of charities enables pupils to make meaningful contributions to the lives of others within the school, the local community and the wider world. These opportunities enable boarders to develop leadership skills, as does an effective prefect system. Boarders' views are welcomed and listened to. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Welfare, health and safety of pupils – safeguarding and safeguarding of boarders [ISSR Part 3, paragraphs 7 and 8; NMS 8 and 12]

Safeguarding policy

- 2.9 The school meets the requirements.
- 2.10 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

- 2.11 The school meets the standards.
- 2.12 The school implements its arrangements effectively to safeguard and promote the welfare of pupils. During discussions pupils, including boarders, stated confidently that they feel safe in school and that there are several members of staff and counsellors to whom they can turn if they are worried or concerned. When pupils raise concerns, they receive a suitable response and action is taken when necessary. This is confirmed by records of safeguarding. Pupils understand how to stay safe online and the school monitors the use of technology appropriately.
- 2.13 Safeguarding matters are suitably overseen by the designated safeguarding lead (DSL) who is a member of the senior leadership team, supported by deputy DSLs, including in the EYFS and boarding. The DSL liaises effectively with the governor responsible for safeguarding to ensure effective oversight of safeguarding procedures, to monitor the implementation of the policy and to ensure that an annual review of safeguarding is undertaken in line with the local authority framework. During discussions, staff demonstrated that they had understood recent training with regard to *Keeping Children Safe in Education* (KCSIE) 2022, including with regard to child-on-child abuse, contextual safeguarding and responding to low-level concerns. Staff are suitably inducted in the school's procedures, including a suitable staff code of conduct, when they join the school, and this is enhanced through training sessions at the start of each term and regular updates. The DSLs have attended the appropriate level of inter-agency training. Governors have undergone suitable training in safeguarding.
- 2.14 The school maintains appropriate, confidential records of all child protection concerns and liaises appropriately with children's services including when making referrals and notifying the authority when pupils leave school. The school liaises appropriately with the local authority designated officer (LADO) with regard to any concerns. It implements appropriate mechanisms to handle any allegations against adults working with pupils. Leadership and governance have considered carefully and acted upon the contextual impact of admitting additional numbers of pupils, including through the appointment of two additional DSLs. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 15]

- 2.15 The school meets the standards.
- 2.16 The school implements an appropriate policy to promote good behaviour effectively. During discussions, pupils stated that pupils mostly behave well in school and that rewards and sanctions administered are fair. Records of sanctions support this view. Older pupils provide positive role models for younger pupils. They effectively support the staff in encouraging members of the school community to develop self-control and self-discipline and in implementing a restorative approach to resolve any conflict. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; NMS 16]

- 2.17 The school meets the standards.
- 2.18 The school implements a suitable anti-bullying policy, procedures and system of records effectively. Various initiatives, such as anti-bullying week and displays around the school, educate pupils about bullying, how to prevent it and what to do should they encounter it. Staff are appropriately trained to recognise and deal with any bullying which may occur. During discussions, pupils demonstrated a mature understanding of the different types of bullying including physical, verbal and online. Pupils stated that the school listens and responds quickly if they are experiencing friendship issues or feel that they are being bullied. They spoke positively about how staff support them in understanding relationships and developing the skills required to communicate with others and form friendships, including in boarding. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; NMS 9]

- 2.19 The school meets the standards.
- 2.20 The school's provision for health and safety is appropriate. Detailed records are kept of comprehensive health and safety checks, some of which are undertaken by appropriate external specialists. Hazardous materials, such as those used by cleaners or in the science laboratories are stored securely. Governors monitor health and safety effectively, supporting staff in responding quickly to any health and safety issues. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

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

- 2.21 The school meets the standards.
- 2.22 The school has an appropriate policy and procedures for fire safety. There are regular fire drills, including in boarding. These are conducted at different times of the day and any issues recorded and are followed up without delay. Pupils confirmed that they know how to respond in an emergency and staff are given appropriate training in fire safety. An external company carries out an annual fire risk assessment and any issues raised are addressed without delay. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13; NMS 7]

- 2.23 The school meets the standards.
- 2.24 The school has appropriate policies for first aid and related matters and provides first aid and care appropriately for pupils who are ill or injured. The suitably equipped medical centre is staffed by qualified medical staff who are available for day and boarding pupils. The centre is able to cope with the additional number of pupils applied for. In addition, many staff are trained in first aid, and staff in the EYFS have paediatric first-aid training. Appropriate records are kept of any treatment given for accidents or illnesses. Pupils say that they are cared for by supportive staff if they are hurt or feel unwell. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14; NMS 20]

- 2.25 The school meets the standards.
- 2.26 The school produces clear rotas for supervision before and after school and during breaks and lunchtimes. These are implemented effectively to ensure all areas of the school are supervised appropriately. Pupils are supervised appropriately throughout the school day and in boarding time. Suitable plans are in place to ensure that this appropriate level of supervision continues when pupil numbers increase.

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

- 2.27 The school meets the standard.
- 2.28 Admission and attendance registers meet requirements. These are backed up electronically and maintained for the required period of time. The systems are suitable for increased numbers of pupils.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 9]

- 2.29 The school meets the standards.
- 2.30 The school implements a suitable risk assessment policy which identifies key areas of risk and when risk assessments should be completed to mitigate risks identified. Risk assessment includes appropriate risk assessments for safeguarding, boarding and for pupils with SEND. Risk assessments are checked by leadership and monitored appropriately by governors. Staff have received appropriate training in risk assessment. They assess risks effectively on site and prior to any educational visits. These are checked and approved by leadership. The school has a suitable accessibility plan and is likely to continue to meet requirements with the increased pupil numbers applied for.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 19 and 22]

- 2.31 The school meets the standards.
- 2.32 There are sufficient staff in place to accommodate the increase in numbers whilst maintaining the school's policy on pupil-teacher ratios. All the required checks are carried out prior to appointment and recorded accurately on the single central register of appointments (SCR). Appropriate supporting

documentation is maintained in staff files. The safeguarding governor and senior leaders regularly monitor the SCR and staff files to ensure that the school consistently meets requirements. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Premises and accommodation [ISSR Part 5, paragraphs 23 – 30; NMS 4 and 9]

2.33 The school meets the standards.

2.34 Leadership and governance have reviewed the premises and facilities comprehensively to ensure that the additional pupils applied for can be accommodated whilst maintaining the current standards. Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Provision of information [ISSR Part 6, paragraph 32; NMS 1]

2.35 The school meets the standards.

2.36 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and the school's arrangements for admission, behaviour and exclusion, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, inspection reports and (for parents) a report at least annually of their own child's progress. The safeguarding policy is posted on the school website. A suitable statement of boarding principles and practice is published by the school. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]

2.37 The school meets the standards.

2.38 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. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]

2.39 The school meets the standards.

2.40 Governance, leadership and management take appropriate responsibility to ensure that the school meets the standards consistently. Appropriate procedures for monitoring all aspects of compliance are in place. They have considered carefully the potential impact of the proposed increase in pupil numbers and have suitable plans in place to accommodate these. Governors have effectively taken into account the needs of current and future pupils, maintaining the current school standards and meeting the regulatory requirements consistently. Governors ensure that leadership and

management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the wellbeing of pupils is actively promoted. The school is likely to continue to meet requirements with the increased pupil numbers applied for.

3. Recommendation with regard to material change inspection

Summary of findings

- 3.1 Governors and school leaders have considered with appropriate care the potential impact of the proposed increase in pupil numbers. They have suitable plans and provision in place to accommodate these numbers of pupils. They have effectively taken into account the needs of current and future pupils while maintaining the current school standards and meeting the regulatory requirements consistently.

Recommendation

- 3.2 It is recommended that the school's application to increase its current registered capacity of 550 pupils to 625 pupils is approved.

4. Summary of evidence

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

Inspectors

Dr Patricia Preedy

Reporting inspector