



**ISI** Independent  
Schools  
Inspectorate

## **Material Change Inspection Report**

**Bootham School**

**January 2023**

## 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>Head</b>	Mr Christopher Jeffery		
<b>Chair of Governors</b>	Mr David Stanton		
<b>Proprietor</b>	Bootham School Ltd		
<b>Age range</b>	3 to 18		
<b>Number of pupils on roll</b>	655		
	<b>Day pupils</b>	564	<b>Boarders</b> 91
	<b>EYFS</b>	25	<b>Juniors</b> 126
	<b>Seniors</b>	342	<b>Sixth Form</b> 162
<b>Date of inspection</b>	12 January 2023		

## 1. Introduction

### Characteristics of the school

- 1.1 Bootham School is a co-educational day and boarding school. It comprises the junior school, for pupils aged 3 to 11, which includes the Early Years Foundation Stage (EYFS); and the senior school, for pupils aged 11 to 18. Both schools occupy sites close to the centre of York. Boarding is offered from the age of 11 in one of three boarding houses. The school was founded in 1823 as a school for the sons of the Society of Friends or Quakers and relocated to its present site in 1846. The school is a registered charity and a limited company with the governors' meeting, known as the school committee, overseeing its work. The school has identified 111 pupils as having special educational needs and/or disabilities (SEND). No pupils have an education, health and care (EHC) plan. There are 75 pupils who have English as an additional language (EAL). The school's previous inspection was an educational inspection in January 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 numbers from a stated maximum of 618 to 675. 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 3, paragraph 7 (safeguarding) and 8 (safeguarding of boarders); NMS 3, 5, 6 and 8	<b>Met</b>
Part 3, paragraph 11 (health and safety); NMS 9	<b>Met</b>
Part 3, paragraph 12 (fire safety); NMS 10	<b>Met</b>
Part 3, paragraph 14 (supervision of pupils); NMS 20	<b>Met</b>
Part 3, paragraph 16 (risk assessment); NMS 9	<b>Met</b>
Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietors); NMS 19	<b>Met</b>
Part 5, paragraphs 23 to 30 (premises and accommodation); NMS 4	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Met</b>
NMS 7 boarders' health and wellbeing	<b>Met</b>
NMS 13 securing boarders' views	<b>Met</b>
NMS 14 complaints	<b>Met</b>

NMS 15 promoting positive behaviour	<b>Met</b>
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## 2. Inspection findings

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 3, 5, 6 and 8]

#### 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 standards.
- 2.4 Safeguarding arrangements are implemented effectively including in boarding and for children in the EYFS. The school provides appropriate support for pupils' needs, including listening to pupils, giving a suitable response and taking appropriate action when concerns are raised. In interviews pupils, including boarders, confirmed that their views and concerns are listened to and acted upon. Care for boarders is sensitive to their different needs and an inclusive environment is promoted within the school.
- 2.5 All staff have received suitable training, including on recent changes to statutory guidance and online safety. New staff undergo a comprehensive induction process to ensure that they understand their safeguarding responsibilities. This induction includes details of *Keeping Children Safe in Education* (KCSIE) part 1 and Annex B; the staff code of conduct; whistleblowing procedures; procedures for children missing education; and the school's behaviour policy. The designated safeguarding lead (DSL) and deputies have sufficient status and authority to undertake their roles, and have appropriate levels of training, which is in line with local procedures. The DSL provides regular informal updates to staff and opportunities for discussion on any changes to safeguarding policy and its implementation. Handling of any allegations against adults working in the school is effective and includes prompt and effective liaison with external agencies. Pupils understand how to stay safe online and there is suitable monitoring of technology and its use.
- 2.6 Discussions with staff confirm that they have a full understanding of their safeguarding responsibilities. They understand the importance of 'early help' strategies, know how to report any concerns about pupils or other staff, including low-level concerns. Staff understand the various types of child-on-child abuse, including sexual harassment, the seriousness of such behaviour and the vulnerability of certain groups to these, including pupils with SEND. They understand how to report any concerns about senior leaders. Appropriate records for safeguarding are kept electronically and these are regularly monitored by the DSL. These show timely and appropriate liaison with both parents and local agencies. The proprietor provides the safeguarding team with regular support and appropriate challenge; undertakes an annual safeguarding review with due diligence and demonstrates rigour in its oversight of arrangements. Suitable recruitment procedures are implemented.
- 2.7 There is suitable provision made for boarders' laundry and storage of their possessions. Boarders' meals are provided appropriately and there is suitable provision for access to food and drinks outside mealtimes.
- 2.8 Safeguarding arrangements are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

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

- 2.9 The school meets the standards.
- 2.10 The school has an appropriate written health and safety policy which covers the areas suggested by the relevant health and safety laws. Senior leaders and appropriately qualified staff ensure that the policy is fully implemented. All aspects of health and safety are monitored effectively to ensure the safety of pupils, visitors and staff. The proprietor oversees this process via review by a governors' committee which meets termly. New staff are provided with suitable health and safety information during the induction process and all staff receive regular updates and training as required by their roles. The arrangements are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

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

- 2.11 The school meets the standards.
- 2.12 The school has an appropriate fire policy which complies with the Regulatory Reform (Fire Safety) Order 2005 in aiming to reduce risk. The designated competent person has appropriate training for their role and all other staff receive regular training. Fire marshals receive training appropriate to their role including in the use of fire extinguishers. Fire risk assessments for each building are completed regularly by an external agency and action points are addressed in a timely manner. Fire drills are undertaken regularly, including during boarding time and evacuation times are recorded. Fire alarms and extinguishers are regularly serviced and are appropriately located around the school site. Fire doors are kept closed and escape routes are kept clear. The arrangements are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

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

- 2.13 The school meets the standards.
- 2.14 The school ensures appropriate supervision of pupils at all times of day, including at night in boarding, and for a range of activities, including off-site visits. It provides suitable guidance for staff which outlines the expectations of staff in this area. Staff duty rotas are published termly which demonstrate that a suitable number of staff are on duty during break and lunchtimes. These rotas are reviewed regularly and amended if necessary to ensure pupil safety. The school is aware of the particular requirements for supervision in the EYFS and a suitable level of supervision is maintained. The arrangements for supervising pupils are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

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

- 2.15 The school meets the standards.
- 2.16 The school has a suitable risk assessment policy and comprehensive arrangements are in place to ensure that risks are appropriately identified. Suitable action is taken to mitigate and reduce risks across the school site. All risk assessments are regularly reviewed and updated, and staff have access to these through the school intranet. All staff who are involved in producing risk assessments for activities, trips off site, or areas of the school, including boarding and the EYFS, receive appropriate

training which is updated when necessary. The planning process for off-site trips includes a detailed process of risk assessment. Suitably qualified senior staff oversee the risk assessment process, sign off the assessments and evaluate their effectiveness. The arrangements for risk assessments are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

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

- 2.17 The school meets the standards.
- 2.18 The school implements a suitable recruitment policy effectively. This has due regard to the procedures outlined in KCSIE 2022. The school makes appropriate checks prior to appointment to ensure the suitability of staff, supply staff and proprietors and a single central register (SCR) is kept as required. The arrangements for appointing staff are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

### **Premises and accommodation – toilet and washing facilities, medical facilities, maintenance, acoustics, lighting, water, outdoor space [ISSR Part 5, paragraphs 23–29; NMS 4]**

- 2.19 The school meets the standards.
- 2.20 There are sufficient toilet and washing facilities for the number of pupils and these are appropriate for the ages and needs of pupils. Medical facilities are suitable and accommodation for short-term care of sick and injured pupils contains a washing facility and is near a toilet. All areas of the school are maintained in a good state of repair and are regularly monitored for safety; any maintenance issues are promptly rectified. Classrooms are suitably sized and have suitable acoustics and lighting to promote learning. There are plentiful supplies of drinking water, all clearly labelled. There is an adequate supply of hot and cold water for washing and hot water supplies do not pose a threat of scalding. External areas are suitably spacious, enabling provision for pupils' physical education and outdoor play. The arrangements are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

### **Premises and accommodation – boarding accommodation [ISSR Part 5, paragraph 30; NMS 4]**

- 2.21 The school meets the standard.
- 2.22 Good quality sleeping accommodation is provided for boarders, giving appropriate privacy. Where boarders share a room, they are able to express a preference about whom they share with. Each boarder has a suitable bed, desk for private study and lockable cupboards for their possessions. Internet access is appropriate. There are sufficient toilet and washing facilities with good quality fixtures and fittings which are readily accessible from the sleeping accommodations. Access to hot water is suitable. The boarding houses are well lit, heated and ventilated. They are well maintained, and cleaning is regular and thorough. Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated. There is appropriate separation between boarder and staff accommodation, and boarders are not allowed into staff accommodation. Bedding is warm, clean and comfortable. Boarders are able to personalise their areas. Boarding accommodation is reserved for the use of those pupils designated to use it and is protected from access by unauthorised persons. Any use of CCTV is limited to the exterior areas of the school and does not intrude on boarders' privacy. The arrangements for boarding are likely to remain adequate

in meeting the needs of the additional numbers of pupils envisioned in the material change application.

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

- 2.23 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.

### **Boarders' health and wellbeing [NMS 7]**

- 2.24 The school meets the standard.
- 2.25 The school's first aid policy contains suitable arrangements which are implemented effectively to ensure that its pupils have appropriate access to first aid when it is required through injury or illness, including for boarders. The policy details the arrangements for those with medical needs and the procedures for recording accidents and informing parents of illness or injury. There are a suitable number of trained first aiders among the school staff. Nursing staff are available at the school's health centre during the day and boarding staff are suitably trained to care for boarders overnight. Dedicated rooms are available within the boarding house for any boarder who needs to be in isolation. Medical kits are available at strategic points throughout the school site and portable kits are taken on sporting fixtures and trips away from the school premises. Boarding pupils have access to local medical, dental and optician practices by appointment. In addition, the school doctor holds a surgery for boarders twice a week. All medication is stored safely and securely, and accurate records are kept of its administration. Boarders are allowed to self-medicate if they have been assessed as being sufficiently responsible to do so. The school has recently increased the hours of the school counsellor to further support mental health. The current provision for the wellbeing of boarders is likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

### **Securing boarders' views [NMS 13]**

- 2.26 The school meets the standard.
- 2.27 Boarders are encouraged to contribute their views on the running of the boarding houses through the Boarding Action Group which meets every three weeks. This group has pupil members from across all year groups and houses. Boarders say that it is an effective method of airing their views and requests. Boarders report that the school always responds to the points raised and if requests cannot be granted the reasons for such decisions are clearly explained. Boarders are also able to discuss matters of concern to them directly with house staff and they say that they feel listened to and do not fear that they would be penalised for raising a concern in good faith. The current arrangements for securing the views of boarders are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

### **Complaints [NMS 14]**

- 2.28 The school meets the standard.
- 2.29 Parental complaints are managed effectively through a three-stage process, informal, formal and a hearing before a panel of three, one of whom is independent of the school. The school adheres to clear timescales for the management of a complaint; keeps appropriate records; and identifies any actions taken, whether or not a complaint is successful. The school identifies whether any complaints

relate to the boarding provision. There is a clear process for boarders to raise their own complaints about boarding provision and they are not penalised for raising a complaint in good faith. Correspondence, statements and records relating to individual complaints are kept confidentially being only released to authorised bodies on request. The current arrangements for managing complaints are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

### **Promoting positive behaviour [NMS 15]**

2.30 The school meets the standard.

2.31 The school has a written behaviour policy which reflects the values and ethos of the school. It is consistently implemented in order to promote good behaviour amongst pupils, including boarders. Pupils are expected to make a positive contribution to the school community and show respect for its Quaker values, practices and heritage. It sets out the behaviour expected of pupils, including treating others with kindness and respect; and details the rewards and sanctions system. Bullying and abuse are not tolerated. The current arrangements for promoting positive behaviour are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

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

2.32 The school meets the standards.

2.33 The school's leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently. Management of boarding is effective. The governors and senior leaders have ensured that preparations for the increase in numbers have been undertaken with due regard for pupils' education and wellbeing, including in the EYFS. Proprietor review is suitably thorough to ensure that policies are appropriate for the needs of the pupils and are effectively implemented in practice to actively promote their wellbeing. The current arrangements are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.

### **3. Recommendation with regard to material change inspection**

#### **Recommendation**

- 3.1 It is recommended that the request to increase overall numbers to 675 pupils is approved.
- 3.2 Effective planning has been completed for the introduction of extra pupils. The site and individual classrooms would accommodate the larger numbers. Additional classrooms have been installed in the junior school and an existing room has been refurbished and brought back into use in the senior school. Staffing has been reviewed and additional staff appointed, including within the health centre. Overall class sizes will not increase because the school has increased the number of teaching groups where necessary. The school has timetabled an additional lunch sitting to ensure that the dining room is not crowded. There is sufficient space and facilities to cope with an increase in the number of boarders. The proprietor has ensured that safeguarding structures have sufficient capacity to manage the larger numbers.

## **4. Summary of evidence**

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

### **Inspectors**

Mr William Ibbetson-Price

Reporting inspector