



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

Bootham School

February 2020



School's details

School College	Bootham School			
DfE number	816/6000			
Registered charity number	513645			
Address	Bootham School 51 Bootham York North Yorkshire YO30 7BU			
Telephone number	01904 623261			
Email address	office@boothamschool.com			
Head	Mr Christopher Jeffery			
Chair of governors	Mr Stephen Sayers			
Age range	3 to 18			
Number of pupils on roll	580			
	Day pupils	489	Boarders	91
	EYFS	24	Juniors	102
	Seniors	312	Sixth Form	142
Date of visit	6 February 2020			

1. Introduction

Characteristics of the school

- 1.1 Bootham School is a co-educational day and boarding school for pupils aged three to eighteen. It is comprised of: Bootham Junior School, for pupils aged three to eleven, which includes the Early Years Foundation Stage (EYFS); and Bootham Senior School, for pupils aged eleven to eighteen. Boarding is offered from the age of eleven in one of three boarding houses. Both schools occupy sites close to the centre of York. The school was founded in 1823 as a school for the sons of the Society of Friends, or Quakers and became fully co-educational in 1983. In 1997 a school for pupils aged three to eleven was purchased and renamed Bootham Junior School in 2006.
- 1.2 The school is a registered charity and a limited company with a board of governors, the school committee, overseeing its work. English is an additional language for 76 pupils, 55 of whom receive additional support. There are 101 pupils identified as having special educational needs and or disabilities (SEND), mainly for dyslexia; all of whom receive extra support. No pupils have an educational, health and care plan (EHC). The school's previous inspection was an additional inspection in October 2019.

Purpose of the visit

- 1.3 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the additional inspection on 15 October 2019.
- 1.4 In addition to the progress monitoring visit, the DfE requested that the inspectors looked at the effectiveness of the curriculum and teaching for pupils with SEND in the EYFS.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 2 (curriculum); EYFS 3.67	Met
Part 1, paragraph 3 (quality of teaching); EYFS 3.67	Met
Part 3, paragraph 7 and 8 (safeguarding); NMS 11; EYFS 3.4 and 3.7	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management); NMS 13.3 to 13.5	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2 (1) (b) (i); EYFS 3.67] and teaching [ISSR Part 1, paragraph 3 (d); EYFS 3.67]

- 2.1 The school meets the standards and the requirement.
- 2.2 There are written policies on the curriculum for both senior and junior schools, supported by appropriate plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those pupils with SEND or an EHC plan. The curriculum and teaching have due regard to the SEND Code of Practice. The school, including the EYFS, has a clear approach to identifying and responding to pupils with SEND. Progress is monitored and reviewed throughout the early years. Where a child appears to be behind expected levels, a methodology of 'assess/plan/do/review' is used to create a graduated response to needs. Decisions to involve external specialists are taken in discussion with parents, and parents are informed if their child is receiving SEND or emotional support.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11; EYFS 3.4 and 3.7]

Safeguarding policy

- 2.3 The school meets the requirements.
- 2.4 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

- 2.5 The school meets the standards and the requirements.
- 2.6 Safeguarding procedures are implemented to safeguard children at risk and those in need. Safeguarding records are now comprehensive and detailed, including records of communication between the school and the local safeguarding partners. Each file has a summary sheet which enables the need for follow-up with external agencies to be clearly identified. Those with responsibilities for safeguarding show a good understanding of North Yorkshire local thresholds, and that procedures are effectively and speedily followed. The school responds promptly and appropriately when any safeguarding concerns are raised in accordance with school policy and locally agreed procedures. The senior and junior schools, including the EYFS, use a range of external professionals to support pupils in need and liaises closely with parents.
- 2.7 Discussion with the designated safeguarding lead (DSL) and other staff confirmed that pupils receive help to address risks and prevent issues escalating. Medical staff work closely with the DSLs to act on and refer the early signs of risk or need. Records show that the school listens to the views of individual pupils as required by current statutory advice, and that it liaises with parents in line with the local safeguarding children partnership's written procedures. The particular needs of boarders are identified. Pupils receive guidance and show a good knowledge of how to stay safe, including on-line. Monitoring and filtering of technology is effective. Records show that the school takes immediate action when potential risks are identified. The safeguarding policy gives the contact details necessary for procedures to work in practice. Arrangements for handling allegations against staff are included in safeguarding procedures and if potential incidents arise the school would seek immediate advice from the local authority designated safeguarding officers (LADO). The school understands its role in reporting any person whose services are no longer used where referral criteria are met to the Disclosure and Barring Service (DBS) and/or the Teacher Regulation Agency (TRA).

- 2.8 The governors' annual review of safeguarding is appropriate. There is regular contact between those with safeguarding responsibilities and a designated governor regarding safeguarding. The DSL and deputy DSLs adopt a reflective approach to their responsibilities and share decision-making. Documentation shows that the governors have properly conducted reviews with the safeguarding team of the handling of long-running cases.
- 2.9 The training for the DSL and deputy DSLs is in line with the requirements of the local safeguarding board. Annual training is held in the school for teaching and non-teaching staff, and there are regular updates and reminders. Training is of sufficient quality and scope and staff understanding is checked appropriately. In discussions, staff showed a sophisticated understanding of safeguarding in the context of the school and the wider environment.

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

- 2.10 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; NMS 13.3, 13.4 and 13.5]

- 2.11 The school meets the standards and the requirements.
- 2.12 Those with leadership and management responsibilities, including those for boarding, demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met, and the well-being of pupils is actively promoted. They ensure the school responds promptly and appropriately when any safeguarding concerns are raised, in accordance with school policy and locally agreed procedures and that appropriate records are kept.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, National Minimum Standards for Boarding Schools 2015 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

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 talked with groups of pupils and scrutinised a range of documentation, records and policies.