



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**BOOTHAM SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Bootham School

Full Name of School	<b>Bootham School</b>
DfE Number	<b>816/6000</b>
Registered Charity Number	<b>513645</b>
Address	<b>Bootham School 51 Bootham York YO30 7BU</b>
Telephone Number	<b>01904 623261</b>
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Email Address	<b>office@boothamschool.com</b>
Head	<b>Mr Jonathan Taylor</b>
Clerk to the Committee	<b>Mr Christopher Petrie</b>
Age Range	<b>3 to 18</b>
Total Number of Pupils	<b>618</b>
Gender of Pupils	<b>Mixed (346 boys; 272 girls)</b>
Numbers by Age	3-5 EYFS: <b>36</b> 5-11: <b>116</b> 11-18: <b>466</b>
Number of Day Pupils	Total: <b>488</b>
Number of Boarders	Total: <b>130</b> Full: <b>80</b> Weekly/Flexi: <b>50</b>
Head of EYFS	<b>Mrs Helen Todd</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>21<sup>st</sup> to 24<sup>th</sup> January 2014</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in May 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is**

**'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the Clerk to the Committee (chair of governors) and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mrs Jean Marsland	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector
Mr Peter Cook	Team Inspector (Head, IAPS school)
Mrs Ruth Loveman	Team Inspector (Head of Preparatory Department, HMC school)
Mrs Val Barnes	Team Inspector (former Head, ISA school)
Mr Richard Barr	Team Inspector (Head of Sixth Form, HMC school)
Mrs Sarah Evans	Team Inspector (former Head, GSA school)
Mr Geoffrey Hill	Team Inspector (former Director of Music, HMC school)
Mr Nicholas Weaver	Team Inspector (Head, HMC school)
Mr Matthew March	Co-ordinating Inspector for Boarding
Mrs Susan Rix	Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bootham School is a co-educational school for pupils aged 3 to 18, with boarding from age 11. Situated in historic York, it was founded in 1823 as a school for the sons of members of the Society of Friends, or Quakers. It became fully co-educational in 1983. In 1997 a school for pupils aged 3 to 11 was purchased which, in 2006, was re-named Bootham Junior School. Bootham School moved to its present ten-acre site in 1846. Its main buildings are 18<sup>th</sup> and 19<sup>th</sup> century town houses to which has been added a range of purpose-built specialist accommodation; the most recent, an arts centre, opened in January 2014. Bootham Junior School, for pupils aged 3 to 11, is situated just over a mile away, in accommodation purpose-built in 2000, also on a ten-acre site which provides additional playing fields for Bootham School. The head of the junior school was appointed in September 2013. The school is a registered charity and a limited company with a board of governors, the school committee, who oversee its work, of whom the majority must be Quakers.
- 1.2 The school follows the Quaker precept to seek out and address that of God in everyone. This is the foundation of its aim to develop, within an environment that promotes a culture of creativity, challenge and adventure, world citizens who are independent, collaborative, kind and creative. The school aims for its pupils to become people who are able to envisage a better world and who acquire the skills and confidence to deliver change. In the way the school community works together, they aim to model this better world.
- 1.3 There are 618 pupils on roll, 152 in the junior school, including 36 children in the Early Years Foundation Stage (EYFS) and 466 in the senior school, of whom 164 are in the sixth form. Across the whole school, slightly more than half the pupils are boys. Day pupils come from York and the surrounding area, travelling up to 40 miles. Boarders come from the UK and from 23 other countries, including the Far East, Nigeria and Russia and the European Union. Pupils come from a range of backgrounds, including business, professional, public service and academia. They represent 27 different ethnic backgrounds, with the majority being from a white British background.
- 1.4 The ability profile of the junior school is above the national average overall, with a fairly wide spread of abilities represented. In the senior school, for Years 7 to Year 11, the ability range is above the national average, with a fairly wide spread of abilities represented and most pupils having at least above average ability. In the sixth form, the ability profile is slightly above the national average overall with over half of pupils having at least above average ability and around a quarter in line with the national average. The school has identified 77 pupils as having a special educational needs and/or disabilities (SEND), 30 of whom receive specialist learning support. Four pupils have statements of special educational needs. The school has identified 97 pupils as having English as an additional language (EAL), 28 of whom receive additional support.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the Senior School and its National Curriculum equivalence is shown in the following table.

**Senior School**

School	NC name
Lower Schoolroom	Year 7
Middle Schoolroom	Year 8
Upper Schoolroom	Year 9
Lower Senior	Year 10
Upper Senior	Year 11
College One	Year 12
College Two	Year 13



## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school successfully meets its aims. Throughout the school, the pupils' academic achievements are good and their achievement in activities is excellent. In the EYFS, children's achievements are excellent. Pupils of all ages make good progress, including those with SEND, EAL or who are more able, where progress is often rapid. Pupils in all parts of the school are well supported by good quality teaching. On occasions, teaching does not always fully support pupils' progress. Pupils' achievements are extremely well supported by the excellent curricular and co-curricular provision, and further enhanced by their positive attitudes to their work and activities and by the good level of skills they develop as they progress through the school.
- 2.2 The pupils' personal development is excellent at all ages. Their spiritual development is outstanding. They have extremely high levels of moral and social awareness and a strong sense of right and wrong. They demonstrate a high degree of mutual respect and support. Pupils of all ages willingly take on responsibility and service both within and beyond the school community, and take seriously the need to play their part in working towards a better world, in line with Quaker testimonies. The arrangements for pastoral care and for welfare, health and safety are excellent and play a significant part in promoting the pupils' all-round development. The quality of boarding is excellent and boarders gain much from the experience. The leadership and management of boarding are effective on a day-to-day basis; however, currently, there is no clear and focused plan for the further development of boarding.
- 2.3 The quality of governance is good. The governors are fully committed to supporting the school's Quaker ethos and to its continued development. They are aware of their responsibility for monitoring regulatory matters and have processes in place to do so. However, on occasions, their monitoring of regulatory matters is not yet fully effective. Throughout the school as a whole, the quality of leadership and management is excellent and includes excellent links with parents. Leaders and managers in all parts of the school, including in boarding and in the EYFS, share in and support the school's clearly-articulated vision that encourages pupils to achieve the best they can, whilst developing as world citizens, motivated to make a positive difference. The school has made very good progress towards meeting the recommendations of the previous inspection.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.

### **(ii) Recommendations for further improvement**

- 2.6 The school is advised to make the following improvements.
1. Improve the consistency of the quality of teaching so that it more fully and successfully supports pupils' learning and progress.
  2. Create a more-focused plan for boarding in order to support further development.
  3. Ensure that governors' monitoring of regulatory matters is consistently thorough.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and learning**

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Throughout the school, pupils are well educated in accordance with the school's aims. Pupils' achievement in their academic work is good, and excellent in the EYFS. In their activities, pupils' achievements are excellent. Pupils of all ages show good levels of knowledge and understanding. From the EYFS onwards, pupils are articulate and express themselves confidently and clearly. Many are creative, independent and logical in their thinking. Pupils are good at listening and many are fluent writers. They are effective in applying their mathematical skills across the curriculum. In the senior school, they are also adept at using information and communication technology (ICT), although this level of skill was less well developed in the junior school. In the EYFS, younger children can recognise letters and words and can blend phonic sounds. They use mathematical language confidently in their role play. The older children read simple texts fluently and listen attentively. They take delight in the natural environment and are highly observant. By Reception, they can recognise different birds, insects and fungi. Pupils' physical skills develop well through the school.
- 3.3 Across all age groups many pupils achieve success in a wide range of activities, including, for older pupils, representation at county and national levels in a number of sports. Pupils are also successful in a wide range of local and national competitions and award schemes, such as national science Olympiads and astronomy competitions, the Duke of Edinburgh's Award scheme (DoE) and in external music and drama examinations. Poetry written by pupils has been published in an anthology. Pupils with SEND and EAL, including in the EYFS, and those who are identified by the school as more able, achieve good standards, reflecting the support that they receive. Almost all those leaving the sixth form go on to university to follow a wide range of courses.
- 3.4 The following analysis uses the national standardised data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Over this period, in the junior school, results of standardised tests indicate that pupils achieve results that are overall higher than national norms. In the same period, GCSE results were above the national average for maintained schools, and similar to the national average for maintained selective schools, performance in 2012 being slightly lower than in the two previous years. A level results over the same period were above the national average for maintained schools and, in 2010, were well above the national average for maintained selective schools.
- 3.5 Pupils make good progress overall. Nationally-standardised measures of progress in the junior school indicate that pupils make progress that is appropriate in relation to the average for pupils of similar abilities. The level of attainment at GCSE indicates that pupils in the senior school make progress overall that is good in relation to the average for pupils of similar ability. The level of attainment at A level indicates that pupils in the sixth form make progress that is good in relation to the average for pupils of similar abilities. Children in the EYFS make strong progress relative to their abilities. Pupils with SEND, EAL and those identified as more able, including those in the EYFS, make good, and in some cases, rapid progress as a result of the support that they receive. Of the pupils who responded to the pre-

inspection questionnaire, almost all said that they are making good progress in their work. This was confirmed by their written work and by lessons observed. Throughout the school, pupils are knowledgeable and have well-developed skills for learning. They work well together and individually and show a positive attitude to their work and activities.

### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.6 The contribution of curricular and extra-curricular provision is excellent.
- 3.7 Throughout the school, including in the EYFS and the sixth form, the curriculum provides the breadth and challenge needed to develop the adventurous and life-long learners the school aims to produce. In their responses to the pre-inspection questionnaire, the overwhelming majority of parents said that the school provides an appropriate range of subjects and activities. Inspection findings confirm that the curriculum and the co-curriculum are carefully planned to suit all ages, needs and abilities, including strong provision for those with EAL, SEND and those who are more able.
- 3.8 In the junior school, the curriculum is well planned and broad and promotes progress and continuity in pupils' learning. The junior school's outdoor learning environment provides many opportunities for pupils to gain independence and resourcefulness as an integrated part of their timetable. To enhance learning in the junior school, including in the EYFS, specialist teaching is provided in a range of subjects such as music, physical education (PE) and design technology (DT). In the senior school, pupils benefit from a very broad curriculum, including a wide range of choices at GCSE, IGCSE and A level. Since the previous inspection, the curriculum has been extended by the introduction of a number of subjects; for example: computer science, astronomy and Greek. Sixth-form pupils benefit from a wide-ranging programme of general studies. A newly-restructured timetable has recently been introduced and is designed to maximise opportunities for learning and progress.
- 3.9 Throughout the school, the personal, social and health education programme (PSHE) is excellent. A formal careers programme is taught from Year 9 and includes aptitude tests to inform pupils' careers choices and support for choices at 18+. Since the previous inspection the school has enhanced the provision of ICT within the curriculum. The introduction of online resources in the senior school gives pupils access to a wide range of materials to support their learning. In the junior school, the provision for ICT is not yet so well developed. Library provision, particularly in the senior school, successfully supports pupils' learning.
- 3.10 Throughout the school there is an extensive range of extra-curricular activities that successfully promote pupils' intellectual, aesthetic and physical development. In the senior school, these range from GCSE astronomy, to judo, to games of strategy, and in the junior school from Mandarin to photography to "dance yourselves dizzy". A well-developed programme of visits to places of educational and cultural interest, including for children in the EYFS, greatly enhances pupils' all-round learning and development. Pupils in all year groups benefit from residential experiences, including children in the EYFS. Pupils in Years 8 and 9 benefit from residential trips aimed at developing team work and leadership skills. The school has strong links with the community, both locally and further afield which are of benefit to pupils. The junior school choir sings in York Minster and at local residential care homes, and many pupils from the senior school volunteer their services to organisations, such as the local hospital. Pupils also have many opportunities to take part in master

classes that are provided by the local schools' partnership, of which the school is the founding member. A programme of local and international visiting speakers and close links with local Quakers enrich pupils' experiences.

### **3.(c) The contribution of teaching**

- 3.11 The contribution of teaching is good.
- 3.12 Throughout the school teaching is effective in supporting the school's aim to develop adept and self-motivated learners. Teaching in the EYFS is excellent. In the junior school it is good overall, and on occasions excellent, and in the senior school, almost always good, often excellent, and some teaching is inspiring. Across the school teachers know their pupils extremely well. Teaching for all ages is characterised by extremely warm and supportive relationships which are highly effective in motivating pupils to want to learn and make progress. In their pre-inspection questionnaire, almost all pupils who responded said that their teachers help them to learn. In both the junior and senior schools, much of the teaching is well planned, shows strong subject knowledge and demonstrates a clear understanding of pupils' needs. In many lessons, teaching is successful in fostering pupils' interest, and in the senior school this is particularly effective. In the EYFS, staff plan highly stimulating activities and experiences which enable the children to play and explore, to investigate and be creative.
- 3.13 Much teaching shows clear objectives, pupils' learning and progress are regularly checked, lesson time is used effectively, the pace is brisk, teachers set high expectations and use a wide variety of resources, tasks and methods, including group and pair work, to sustain pupils' interest. This is particularly effective in the senior school. On occasions, where teaching is less successful in meeting pupils' needs or in stimulating their interest, it is less-imaginative, predominantly teacher-led, lacking pace and provides fewer opportunities for pupils to think and learn independently, with the result that pupils can lose concentration and opportunities for them to make progress are reduced.
- 3.14 Throughout the school, including in the EYFS, teaching makes good use of resources. In the senior school, good use is made of ICT to promote pupils' interest and learning, and teachers are increasingly taking advantage of the school's online resources to provide assignments and feedback which pupils are able to access from home. As yet, in the junior school, the use of ICT is not employed to full advantage to enhance learning. In the junior school, including in the EYFS, teaching makes excellent use of the accessible outdoor learning environment to foster pupils' interest and to stimulate their learning, across all subject areas, through themes, topics and activities.
- 3.15 At all stages, teaching support for pupils with EAL or SEND, including those with a statement of special educational needs, is clearly and effectively focused; this is complemented by the contribution of specialist teachers and support staff, either in the classroom or in small group or individual help outside the classroom. Teaching is generally successful in meeting the needs of pupils who are more able in offering sufficient levels of challenge to ensure they make good progress. This is highly effective when pupils who are particularly able are given the chance to become the teacher, as happens in some activities. In the EYFS, staff devise activities well suited to children's individual interests and needs. Staff are adept at identifying individuals' learning needs, and implement effective support strategies which are

regularly reviewed and shared with parents. Children with EAL are quickly integrated into classes and supported in making rapid progress in acquiring English.

- 3.16 In response to the recommendation of the previous inspection, progress has been made in the quality and consistency of marking, so that in many cases it is excellent. It gives pupils clear and helpful guidelines as to what they need to do to improve. In a few cases, marking is less effective, is less thorough and does not provide enough information to enable pupils to move on in their learning. Also in response to the recommendation of the previous inspection, the collection and use of assessment data have greatly improved. Teachers now make effective use of the analysis of standardized test results, the results of regular classroom tests, and teacher assessments to inform their planning. In the EYFS, careful initial assessments of children's starting points, and regular perceptive assessments of progress are used to plan the next steps in each child's learning. Teaching makes appropriate provision for those pupils who have statements of special educational needs.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Throughout the school, the pupils' spiritual development is outstanding and fully supports the school's aims. Pupils of all ages absorb the school's Quaker ethos which embodies the key spiritual principles of unity, peace and tolerance within a framework where 'that of God in everyone is sought out and addressed'. In doing so, pupils, including the youngest, develop into kind, compassionate human beings with a keen sense of service and duty to others and a firm moral compass. From the central Quaker tenet of looking for the best in each individual, they gain self-awareness and from the school's emphasis on celebrating and cherishing individuality, they gain high levels of self-confidence and self-esteem, whilst remaining strongly empathetic to others. They value highly the regular corporate silences, which allow all pupils, from the EYFS to Year 13, time to reflect on the non-materialistic aspects of life.
- 4.3 The pupils' moral development is excellent. At all ages, they have a well-developed sense of right and wrong, behave well and are noticeably courteous. They understand the need for the school community to have a code of behaviour. They appreciate that, in the Quaker tradition, the onus of responsibility is placed firmly on the individual. They recognise the importance of their individual actions and their effect on the community as a whole. They understand that bullying of any kind is wrong. Throughout the school, pupils demonstrate excellent moral and ethical awareness. They are alert to injustice, as seen by their positive response to the suggestion that they should write to their MPs highlighting examples of inequality around the world.
- 4.4 Throughout the school pupils' social development is excellent. Relationships at all ages, including in the EYFS, are extremely harmonious and based on mutual trust and respect. The importance placed by the Quaker ethos on an individual's contribution to the wider whole is clearly understood by pupils who willingly take on roles of responsibility and service, for example, within their form groups, on school council and in clubs. Pupils of all ages, including in the EYFS, are involved extensively in fund raising for charities. Many older pupils are involved in the school's programme of volunteering, further testimony to pupils' social awareness on both micro and global levels. Their involvement in such initiatives as Oxfam's Global Citizenship programme, for which they have achieved the status of being a world shaper school, ensures that pupils develop awareness of political, social, environmental and economic concerns.
- 4.5 Pupils of all ages develop an excellent awareness of their own and other cultures, including of the Western cultural tradition. This develops through their work in drama, music and art, and is further enhanced by their participation in local cultural events, and contact with pupils from a wide variety of cultural traditions and from trips organised by the school. Pupils develop excellent awareness and appreciation of their own and other faith traditions from their religious studies lessons and from their peers, and they have harmonious relations with those from families which are different to their own. By the time they leave the school, pupils have an excellent standard of personal development. Confident, reflective and outgoing, they are very well prepared for the challenges in an increasingly global world.

#### **4.(b) The contribution of arrangements for pastoral care**

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 Throughout the school, the quality of pastoral support and guidance for pupils fully supports the school's aims and exemplifies the Quaker values central to the overall pastoral focus. Staff in all parts of the school know their pupils especially well. Relationships between staff and pupils and amongst pupils themselves are highly positive, and show an extremely high level of mutual support and respect. In the EYFS, the calm and welcoming atmosphere created by staff ensures that children new to the setting are quick to settle and form trusting and secure attachments to their teachers. In their responses to the pre-inspection questionnaires, almost all parents said that their child is well looked after by the school, and almost all of the pupils said they like being at school.
- 4.8 At all ages, pupils are encouraged to develop a healthy lifestyle. They have plenty of opportunity to make healthy choices in the food provided, and through their involvement in an extensive range of sporting activities. Children in the EYFS are sensitively helped to develop independent hygiene routines. In their responses to the pre-inspection questionnaire, a small minority of pupils said that the food provided was not good. Inspectors judged the food to be excellent both in choice and in nutritional value; pupils in interviews confirmed this view.
- 4.9 The school has effective arrangements to promote good behaviour and to guard against harassment and bullying. A small minority of pupils, responding to the pre-inspection questionnaire, said that teachers are not always fair in the way that they give sanctions. Inspection evidence confirms that pupils behave well; records show that individual misdemeanours are dealt with promptly and fairly in a way that is thoughtful and individually-tailored and matches the Quaker ethos of encouraging pupils to reflect on their actions, make restoration and improve. The school is clear that bullying of any kind is not tolerated. In discussions, pupils are confident, that should any bullying occur, the school takes it seriously and responds quickly.
- 4.10 The school regularly seeks the views of pupils. School councils in the junior and senior schools give pupils opportunities to raise concerns and put forward ideas. A small minority of pupils, in their response to the pre-inspection questionnaire, stated that the school does not act on concerns or ideas they raise. In interviews with pupils, it was clear that the school does take notice; for example, in introducing a five-minute warning bell in the senior school and providing additional playground equipment in the junior school.
- 4.11 The school has a suitable plan to improve educational access for pupils with SEND.

#### **4.(c) The contribution of arrangements for welfare, health and safety**

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 Throughout the school, careful measures are taken to promote the welfare, health and safety of all members of the school. Staff, at all levels, take their responsibilities seriously and are quick to take action when they identify a need. The overwhelming majority of parents responding to the pre-inspection questionnaire said their child feels safe at school. Scrutiny of health and safety records confirms that due care is taken to keep pupils safe.



- 4.14 Thorough attention is given to safeguarding. The required pre-appointment checks on staff in all parts of the school are carried out correctly and recorded as required. Child-protection arrangements are thorough and well known to staff. All staff undertake the appropriate level of training for their roles in child protection, and at the required intervals. Thorough risk assessments are undertaken covering all aspects of school life. All required welfare, health and safety policies are in place, implemented and regularly reviewed. In the EYFS, children's welfare is successfully promoted. Detailed arrangements to reduce the risk from fire and other hazards are carefully followed. Staff receive appropriate fire training. Fire drills are carried out regularly, including in boarding hours, and analysed carefully so that any necessary improvements are identified and remedied. Excellent arrangements are in place for pupils with SEND and for any pupils who are ill or injured. Clear and detailed first aid policies and arrangements are set out and records are carefully kept. A good number of staff are first aid trained, some at a higher level, including in paediatric first aid for staff in the EYFS. The admission and attendance registers are properly maintained and correctly stored for the required length of time.

#### **4.(d) The quality of boarding**

- 4.15 The quality of boarding is excellent.
- 4.16 Outcomes for boarders are excellent and are highly effective in enhancing the boarders' personal development. The school has engendered a powerful sense of community and there is a high emphasis upon contributing to society. The boarding experience is wholly underpinned by the school's Quaker ethos with its emphasis on respecting the rights of others and on equality. Standards of behaviour, based on mutual respect and concern for others, are high. Boarders are poised, confident and outgoing, engaging readily with one another, their teachers and visitors. Overseas boarders are seamlessly assimilated into the school community. Boarders exhibit great loyalty to the school, and are happy and feel well looked after. Relationships with boarding staff are excellent, and boarders are confident that they have someone they can speak to if they have any concerns. Boarders also value the friendships they make with one another, and actively seek to live in harmony together. Boarders have ready access to information about events in the world outside the school and to local facilities, as appropriate to their age. Boarders contribute to the boarding community both formally and informally, including being able to make known their views about their boarding experience. They report that there is a strong informal support system within each house, with older pupils actively setting out to be role models for younger pupils. Bullying is not seen as a concern by boarders; however, should it occur, they are aware of the formal pathways that exist to deal with any form of unkindness. Of those boarders' parents responding to the pre-inspection questionnaire, the overwhelming majority were highly positive about the boarding experience.
- 4.17 The quality of boarding provision and care is excellent. A comprehensive induction programme helps new boarders to settle. Boarding accommodation is comfortable and secure. Appropriate arrangements are made to prevent the risk from fire and to ensure the safety of boarders. All three boarding houses have recently been upgraded and a programme of refurbishment continues. Younger boarders share rooms which accommodate no more than five. Older boarders either share twin rooms or have single rooms. Year 12 boys report that they appreciate the chance for greater independence that being in a separate house affords them in preparation for life after school, but some would prefer to have this arrangement in Year 13. Full, weekly and flexi boarders mix together well and share rooms. Boarders are

able, by negotiation, to choose who they share with. Suitable bathroom provision is easily accessible to boarders. Common room areas in all houses are well furnished. Televisions and other recreational activities are available in all houses. Boarders have safe places where they can be alone if they wish but some boarders say that withdrawing space in busy houses is not always easy to find. All pupils have the opportunity to brighten their areas with photographs and posters. All house notice boards display routine school information as well as the national welfare contact numbers and that of the independent listener.

- 4.18 Boarders are provided with a wide range of out of school activities, including sporting activities, a daily late-evening activity and a lively Sunday programme of activities as well as opportunities to relax. Boarders also enjoy a variety of specific events, for instance the Chinese Moon Festival and the annual Lawn Party. Appropriate arrangements are made to accommodate individual boarders' dietary needs. Amongst the boarders' responses to the pre-inspection questionnaire, a small minority said that they do not think the food good, and that they are not satisfied with facilities for drinking water and snacks in boarding houses. These views were not supported by discussions with boarders or by inspection observations. Suitable laundry provision is made for boarders' clothing and bedding. Boarders have opportunities to obtain necessary personal and stationery items and reasonable protection is provided to keep their personal possessions secure.
- 4.19 All medical matters are dealt with efficiently by the central school health centre, The Lodge, and boarders who are unwell can be accommodated there overnight if necessary. Both the school doctor and counsellor are based there. Medical documentation and policies are regularly updated. Medication and homely remedies are securely stored within the health centre and the boarding houses respectively. The Lodge also offers a welcome respite for any boarder who feels unwell or under pressure. Boarders are able to contact their families in private. Boarding staff have regular contact with parents either by email or by telephone.
- 4.20 The school fully implements its safeguarding policy. The required pre-appointment checks on staff are carried out carefully and recorded appropriately. The school has an excellent grasp of the theory and practicalities of safeguarding and robust systems cover all areas of safeguarding. The school has highly positive links with local agencies. House staff are appropriately trained in safeguarding, and in interviews, they demonstrated excellent awareness of their responsibilities for the boarders in their care. The pastoral system effectively brings together both the house and the class tutors and is underpinned by efficient communication. Policies on bullying and behaviour are clear and understood by boarders. House staff record minor offences and sanctions whilst more serious matters are referred to a senior member of staff. Such occurrences are rare, as seen in house records. Houses are appropriately staffed; two have resident deputies and all benefit from 'Resident Graduates' who offer much-appreciated support and run a wide range of boarder activities. Boarding staff know the whereabouts of the boarders or know how to find their whereabouts at all times. Boarders know how to contact house staff in case of emergency and at night when staffing levels are appropriate.
- 4.21 Leadership and management are good. Boarding is led with a light touch and successfully underpinned by a clear statement of the school's boarding principles and practice. On a day-to-day basis houses run efficiently and effectively. Boarding staff communicate informally throughout the day and there is a formal fortnightly meeting with the senior member of the school staff who oversees boarding. Appraisal of house staff is carried out effectively and training needs are identified.

Staff in charge of boarding attend school leadership meetings when there are boarding matters under consideration, but not as a matter of course. Links between boarding and the wider life of the school are enhanced by members of the school's leadership team being timetabled to spend an evening each half term in the boarding houses. All required pupil records are kept and material is recorded on the school's information management system which allows immediate contact between boarding and academic and pastoral staff or the medical centre and the house. A governor has oversight of boarding, but at present boarding is not represented in governing sub-committees. Whilst on a day to day basis boarding operates very well, there is less evidence of an overall-strategic view being taken to bring focus to the future development of boarding.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good.
- 5.2 The governing body, the school committee, provides effective oversight of all sections of the school, including the EYFS, in line with their shared aims of providing an education firmly rooted in Quaker values. Governors are hard-working and committed, and bring to their role a range of experience and expertise. They effectively discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources.
- 5.3 Governors have good insight into the working of the school. They provide successful support, challenge and stimulus for growth and assist the school to achieve its aims. The allocation to each governor of an area of the school's activities, such as the EYFS or a curriculum area, enables governors to gain a better understanding of the work of the whole school, and enables them to give effective support. Individual governors are also appointed to take the lead in overseeing regulatory matters, such as safeguarding and health and safety. This provides a structure which supports the governing body as a whole, in taking responsibility for these areas. This includes governors undertaking the required annual review of the effectiveness of the school's child-protection arrangements and policy. However, their overall role in monitoring regulatory matters is not consistently thorough to enable them to keep fully up to date with current regulatory requirements. Governors offer strong support for the senior leaders who, in return, ensure that governors are kept in touch with events in school. Thorough arrangements for governors to regularly appraise the work of the school's leadership are in place.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 Throughout the school, the senior staff, the Leadership Meeting (LM), successfully provide a highly-distinctive and strongly values-led direction for the school, as confirmed by the quality of the pupils' overall educational experience and their excellent personal development. Their aspirations for pupils in all parts of the school are radical and ambitiously far-reaching, reflecting the scope of educational vision at the school. This aim and vision is most effectively shared with and understood by all members of the school community. Relationships within the LM, and between them and other colleagues, are extremely positive, contributing considerably to the cohesive Quaker ethos of adventurous and liberating living. At all levels of responsibility, management and leadership are effective in the discharge of their delegated responsibilities. Throughout the school, policies are implemented effectively and the required checks on staff are carefully carried out and recorded appropriately. In the EYFS, leadership and management are successful in securing interventions for those children who need additional support.
- 5.6 The enlargement and restructuring of the LM, since the previous inspection, has led to the creation of whole-school strategic groups that are highly effective in reflecting on current practice and in setting of priorities, informed by the overarching Quaker

call to live adventurously. Close monitoring of action plans happens at all levels, both in these groups, at department and pastoral meetings, as well as by the LM. The leadership and management of the EYFS are excellent and have ensured that the high standards found in the previous inspection have been maintained. The leadership and management of the junior school have recently been re-structured with the addition of a deputy-head post. Leadership and management of boarding is effective in ensuring excellent outcomes and provision for boarders, but currently, no focused plan to develop boarding further is in place. In line with the recommendation of the previous inspection, there has been considerable development in the links between the junior and senior schools. All strategy groups include colleagues from junior and senior parts of the school working together to produce whole-school development plans, including curriculum links. As recommended at the previous inspection, throughout the school, the use of data to improve pupil achievement has been moved on considerably. It now supports subject staff more effectively in improving academic standards. Subject heads have instigated more-focused scrutiny of the implementation of the marking policy, but there remain inconsistencies in the overall quality of marking. Management at all levels is successful in securing, supporting, developing and monitoring sufficient high quality staff. Induction of new staff is thorough and includes training in child protection. Staff are strongly supported and encouraged in their professional development. The annual staff reviews are much appreciated for their positive and supportive outcomes, identifying targets for future focus and any training needs. Sharing examples of the excellent practice found within many areas of the school is encouraged by the LM. In addition, staff in the EYFS benefit from supervision meetings. All staff receive regular and appropriate training for their roles in meeting the needs of pupils in safeguarding and welfare, health and safety.

- 5.7 At all stages, the school has established excellent links with parents. The overwhelming majority of parent responses to the pre-inspection questionnaire, including in the EYFS and in boarding, said they were highly satisfied with the education and support provided for their children, and with the quality of communication they have with the school. All parts of the school show a genuine desire to involve parents in their work and in their children's education. The school ensures that parents are kept well informed about school activities, via emails, text messages, journals, homework planners, weekly newsletters, parents' noticeboards and the school website.
- 5.8 Parents have many opportunities to be actively involved in the life of the school through volunteering or becoming a member of the Bootham School Association. They are invited to lunch on Saturdays. Art classes are provided for parents and friends, and parents are involved in a number of activities and in school choirs. The parents' association organise many social events. In the junior school, volunteers can help with activities such as listening to children read. Across the school, there are meetings which involve a cross section of parents to discuss aspects of school development.
- 5.9 Current and prospective parents are provided with all the required information about the school. The school website and a wide variety of publications give further details including news of forthcoming events and reports of activities undertaken. Parents are provided with very helpful handbooks containing comprehensive information about arrangements in school, including contact details. They receive regular and informative reports on their children's progress. In the junior school, parents have opportunities to discuss these with class teachers at parents' evenings or by making an appointment to see their child's teacher. In the senior school, each term parents

either receive a report or are able to attend a parents' evening to discuss their child's progress. Tutors contact parents at the start of each year, and as necessary thereafter, to ensure constant dialogue and exchange of information. In the EYFS, parents and staff exchange information daily, and parents are involved in compiling records of their child's progress.

- 5.10 The school has an appropriate complaints procedure; any concerns are handled in accordance with the school's published procedures.

**What the school should do to improve is given at the beginning of the report in section 2.**