



**ISI** Independent  
Schools  
Inspectorate

**Material Change Inspection Report**

**Clifton College**

**November 2022**

## School's details

<b>School</b>	Clifton College		
<b>DfE number</b>	801/6000		
<b>Early Years registration number</b>	2612374		
<b>Registered charity number</b>	311735		
<b>Address</b>	Clifton College Guthrie Road Clifton Bristol BS8 3EZ		
<b>Telephone number</b>	0117 315 7000		
<b>Email address</b>	info@cliftoncollege.com		
<b>Head</b>	Dr Tim Greene		
<b>Chair of governors</b>	Mr Nicholas Tolchard		
<b>Age Range</b>	2 to 19		
<b>Number of pupils on roll</b>	1310		
	<b>Day pupils</b>	906	<b>Boarders</b> 404
	<b>EYFS</b>	56	<b>Prep</b> 468
	<b>Upper</b>	451	<b>Sixth Form</b> 335
<b>Date of inspection</b>	14 November 2022		

## 1. Introduction

### Characteristics of the school

- 1.1 Clifton College is an independent co-educational day and boarding school in Clifton, Bristol. It is an educational charity governed by an elected council. The school comprises a pre-prep for pupils aged four to eight, which includes an Early Years Foundation Stage (EYFS) setting; a prep for pupils aged eight to thirteen; and an upper school for pupils aged thirteen to eighteen, which includes the sixth form. There is one boarding house for junior school pupils and seven for those in the upper school. There are 113 pupils at the school who have special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan. There are 407 pupils who speak English as an additional language (EAL), 92 of whom require and are given additional support. The school's previous inspection was an additional inspection in November 2021.

### 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 numbers from 1300 to 1350 and amend its age range from 2 to 19 to 4 to 19. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding 2022. The school applied to Ofsted for registration of "Butcombe Nursery and Preschool at Clifton College" (formerly Clifton College Nursery) in order to admit children aged under 2 years. Clifton College was issued an EYFS registration certificate in December 2020, and since January 2021 the Butcombe Nursery and Preschool has been admitting children from 3 months old. The EYFS did not receive specific focus during the inspection.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 to 4 (curriculum, relationships and sex education (RSE), teaching and assessment)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral and cultural development of pupils); NMS 13 and 17	<b>Met</b>
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	<b>Met</b>
Part 3, paragraph 11 (health and safety); NMS 9	<b>Met</b>
Part 3, paragraph 12 (fire); 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 18–21 (suitability of staff, supply staff and proprietors); NMS 19	<b>Met</b>
Part 5, paragraphs 23–30 (premises and accommodation); NMS 4	<b>Met</b>

Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (quality of leadership and management); NMS 2	<b>Met</b>

## 2. Inspection findings

### **Quality of education provided – curriculum, RSE, teaching, framework for pupils' performance [ISSR Part 1 paragraphs 2–4]**

- 2.1 The school meets the standards.
- 2.2 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. The proposed change in the registration arrangements for the younger age groups will allow the school to access further external support and services.
- 2.3 The personal, health, social and economic education (PHSE) curriculum effectively encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. The curriculum is successfully implemented. In line with statutory guidance for RSE there is a planned programme, with topics being covered at an appropriate age and ability level. The school has implemented successfully changes in PHSE teaching that were being planned at the time of the previous inspection. In discussions pupils spoke supportively of the new arrangements.
- 2.4 There is a suitable framework for assessing pupils' performance. The effectiveness of RSE is informally assessed in lessons and discussions and through consideration of longer term changes in pupils' attitudes and behaviour.

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

- 2.5 The school meets the standards.
- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect.

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

#### **Safeguarding policy**

- 2.7 The school meets the requirements.
- 2.8 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**

- 2.9 The school meets the standards.
- 2.10 Implementation of all aspects of the school's safeguarding procedures is effective in providing appropriate support for the needs of pupils, including boarders.
- 2.11 Safeguarding procedures are implemented to safeguard children at risk and those in need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any such abuse linked to respect for those with protected characteristics. The safeguarding policy includes

suitable definitions of abuse and appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying.

- 2.12 The training for those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training in safeguarding for teaching and non-teaching staff is of sufficient quality and frequency. Staff have received effective training on the revised staff code of conduct and the school's policy regarding staff consumption of alcohol. In discussions they showed a good knowledge of whistleblowing and safeguarding procedures and a confidence in using them. They have a suitable knowledge of the thresholds for reporting issues. Staff are aware of who to go to if they have a concern or receive a disclosure. They understand that they can make a direct referral to children's services if necessary. They take appropriate action when needed.
- 2.13 Since the previous inspection the school has appointed a new designated safeguarding lead (DSL) from outside the school community who has appropriate independence in decision making. Discussion with safeguarding and pastoral leaders confirmed that pupils receive help to address risks and prevent issues escalating. The DSL acts on and refers the early signs of risk or need, monitors any potential for radicalisation, and ensures the school listens to the views of individual pupils as required by *Keeping Children Safe in Education*. This is confirmed in written evidence from safeguarding records. Training has been given to staff to identify the distinction between safeguarding and disciplinary issues. Effective communication is maintained with parents.
- 2.14 Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. Monitoring and filtering of technology is effective. The physical and mental health of all pupils involved in any incident are given a high priority, and the school provides effective counselling.
- 2.15 Suitable arrangements for handling allegations against staff, senior leaders or the governors, and potential misconduct, are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). Records show that procedures are followed effectively, and the school follows up actions promptly. The school understands its role in reporting any person to relevant regulatory bodies if circumstances require it.
- 2.16 Governors are appropriately trained in safeguarding. A governor with appropriate expertise maintains frequent contact with the DSL and annually conducts a review of the effectiveness of the safeguarding arrangements on behalf of the governors. Both governors and senior leaders, including the DSL, work closely with the LADO and other external professionals in discussing individual cases and strategic aims. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy.
- 2.17 The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

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

- 2.18 The school meets the standards.
- 2.19 The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. Records show that testing of electrical, water and other utilities is regularly undertaken. Staff are effectively trained in health and safety and deal promptly and appropriately with accidents if they occur, including through the reporting of serious accidents. Systematic records ensure trends are identified and steps taken to mitigate recurrence of any health and safety issues. Health and safety considerations have been integrated in

the planning for an extended building. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

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

- 2.20 The school meets the standards.
- 2.21 The school has a fire risk (prevention) policy which includes the elimination or reduction of risks from dangerous substances. A fire risk assessment of all buildings has been undertaken by a suitably qualified person. Fire procedures are understood by, and training provided for, staff. Termly fire drills are carried out and recorded, including in boarding time. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

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

- 2.22 The school meets the standards.
- 2.23 Pupils are properly supervised by qualified and trained staff. Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. Staff know the whereabouts of boarders in their charge at all times or know how to find their whereabouts. These arrangements are not likely to be affected by the proposed increase in numbers.

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

- 2.24 The school meets the standards.
- 2.25 The school's risk assessment policy clearly describes appropriate lines of responsibility and the approaches to be taken to identify and mitigate risk. There is an effective culture of assessing risk to pupils in any decision taken, in particular regarding pupils about whom behavioural or safeguarding concerns have been identified. There are appropriate assessments of risk for in-school activities and for school visits both in the UK and abroad, including for sports. Those responsible for overseeing visits have had their training refreshed recently. Appropriate assessments are also made for the needs of individual pupils both while in school and in the surrounding area. In all these areas, appropriate action is taken to mitigate risks identified. The approaches are likely to remain unchanged as a result of the envisaged increase in pupil numbers or the change in age range.

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

- 2.26 The school meets the standards.
- 2.27 All the required checks on staff, governors, and supply staff are carried out and completed before they take up their posts. Contractors send the school up-to-date information on checks they have undertaken on their employees, and the school makes appropriate further checks on arrival. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 2.28 The school maintains correctly an accurate single central register of appointments which includes the dates on which all checks have been completed.

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

- 2.29 The school meets the standards.

2.30 Newly refurbished buildings, for example the prep school's co-educational boarding house, have been converted to a suitable standard, including the accommodation for boarders. Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided throughout the school. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; and water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play, and the school is in the process of expanding and improving its off-site facilities. The provision is likely to be sufficient to meet the needs of the envisaged increase in pupil numbers and is unaffected by the change in age range.

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

2.31 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 2]**

2.32 The school meets the standards.

2.33 Appropriate procedures are implemented which allow the senior leaders and governors to manage safeguarding and welfare arrangements, including in boarding, and monitor compliance with standards and other statutory advice. School leaders and governors demonstrate an open, transparent, and self-critical approach to safeguarding, including in working with external agencies. In this way the leadership and management fulfil their responsibilities effectively so that the independent school standards are met consistently. The strategic and operational planning for the proposed increase in numbers and decrease in age range actively promotes the wellbeing of pupils.



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

#### **Summary of findings**

- 3.1 The school meets all the relevant standards. The application for material change involves a very small increase in overall pupil numbers and its impact is planned for effectively. The change in age range will allow EYFS leaders to access supply staff from local agencies. Governors, senior leaders and staff have continued the improvements reported at the previous inspection to further develop the quality of safeguarding.

#### **Recommendation**

- 3.2 It is recommended that the material change be 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 and safeguarding governor. He visited different areas of the school, observed lessons and talked with groups of pupils. He scrutinised a range of documentation, records and policies.

### Inspectors

Mr Stephen Cole

Reporting inspector