



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

BOURNEMOUTH COLLEGIATE SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School College	Bournemouth Collegiate School			
DfE number	837/6002			
Registered charity number	1016538			
Address	Bournemouth Collegiate School College Road Southbourne Bournemouth Dorset BH5 2DY			
Telephone number	01202 436550			
Email address	senior-admin@bcschool.co.uk			
Headteacher	Mr Russell Slatford			
Proprietor	United Church Schools' Trust			
Age range	11 to 18			
Number of pupils on roll	330			
	Boys	200	Girls	130
	Day pupils	249	Boarders	81
	Seniors	245	Sixth Form	85
Inspection dates	21 to 23 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Bournemouth Collegiate School is a co-educational day and boarding school for pupils aged 2 to 18 years. The preparatory and senior schools occupy independent sites which are 6 miles apart. The senior school educates pupils from the age of 11.
- 1.2 The school is owned by the United Church Schools' Trust (UCST), which has overall responsibility for governance and management. A board of local governors provides oversight of the school. Originally a local girls' school, UCST bought the school in 2008 at the same time as the school began accepting boys. The school has 2 boarding houses on campus.
- 1.3 Since the last inspection, the school has newly refurbished the library, boys' boarding accommodation, most classrooms and a dedicated sixth form area. A new headteacher was appointed in June 2015.

What the school seeks to do

- 1.4 The school aims to promote the values of resilience, courage, perseverance, integrity, trust, honesty, kindness and respect. It seeks to enable pupils to strive to achieve academic excellence through fostering a safe, happy and supportive environment where creativity, curiosity and freedom of spirit can flourish. The school endeavours to encourage pupils to become socially responsible in their communities, and equip them with skills to cope with the demands and challenges of a rapidly changing world.

About the pupils

- 1.5 Most day pupils come from families living within a 10-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the senior school pupils is above average and that of sixth form pupils is below average. The school has identified 83 pupils as having special educational needs and/or disabilities (SEND) including dyslexia and speech and language difficulties, 65 of whom receive additional support. Also, 2 pupils have an education, health and care plan. English is an additional language (EAL) for 54 pupils, who receive extra support for their English. Approximately 40 pupils have been identified as talented in sport.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2015, performance has been in line with, and in 2016 above, the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been in line with the national average for sixth formers in maintained schools.
- 2.4 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. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 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. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. EDUCATIONAL QUALITY INSPECTION

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key Findings

3.1 The quality of the pupils' academic and other achievements is good.

- Attainment in public examinations is in line with national averages and worldwide norms although it was above average in 2016. Pupils with SEND or EAL make rapid progress and achieve at least as well as their peers.
- The knowledge, skills and understanding of the pupils are well-developed and they display an excellent attitude to their learning.
- Pupils' show an inconsistent use of information and communication technology (ICT) within the curriculum.
- Pupils' independent learning is inconsistent.
- Pupils' sporting achievements are notably high.

3.2 The quality of the pupils' personal development is excellent.

- Pupils are wholly committed to being active members of the community.
- Pupils demonstrate strong respect for diversity, cultural understanding and genuine care for each person.
- Pupils enjoy collaborating with others and welcoming people to play a full part in an inclusive community.
- Pupils enthusiastically engage in opportunities to take on leadership roles to contribute meaningfully to improving the lives of others.

Recommendations

3.3 The school is advised to make the following improvements:

- Develop pupils' use of ICT consistently across the curriculum in order for them to achieve a wider range of skills in this area.
- Provide more opportunities for all pupils to demonstrate greater independent responsibility for their learning.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The following analysis uses the national data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are currently available. Results in GCSE in 2014 and 2015 have been similar to the national average for maintained schools, and results in 2016 were above that average. Results in IGCSE geography, mathematics, and English as a second language have been similar to worldwide norms. A-level results have been similar to the national average for maintained schools. From those results and the standardised measures of progress which are available, it is evident that pupils make appropriate progress in relation to the average for pupils of similar abilities. Progress in 2016 for GCSE was more rapid. Pupils with SEND or EAL make rapid progress and in examinations, they achieve at least as well as their peers and frequently make rapid progress due to the very effective and individualised support which they receive, such as through tailored one-to-one lessons. All the pupils who apply to university are successful in gaining a place, including those with demanding entrance requirements.
- 3.6 The knowledge, skills and understanding of pupils are well developed overall. Pupils actively participate in lessons and make effective contributions. In the most effective lessons observed, pupils were encouraged through praise and open-ended questioning to identify the salient points and to develop their knowledge in all areas of the curriculum. For example, younger pupils in an art lesson planned a composition and used tonal qualities to create depth, and older pupils in a history lesson reflected critically on a number of sources to develop their knowledge of the American civil rights movement.
- 3.7 Pupils are articulate and confident communicators due to teachers promoting pupils' freedom of expression and increasing their eagerness to contribute orally, aurally and on paper. The written work of pupils is well presented, and pupils use technical language accurately due to the high expectations of teachers, such as in a physics lesson on the discharge of capacitors. Pupils have a strong willingness to help make others feel comfortable in communicating both in lessons and around school. The open, respectful environment between pupils and teachers and between pupils themselves which is fostered was exemplified in a geography lesson where the pupils became the teacher and taught the rest of the class about the 'greenhouse effect'. In a French lesson, younger pupils spoke in French with confidence and were not afraid to make grammatical mistakes and admit when they did not understand something.
- 3.8 Good levels of numeracy were observed and pupils have a good knowledge of number - readily applying their skills and carrying out calculations accurately - widely across the curriculum. Pupils are encouraged to think about the proportionality of their answers, as was witnessed in an art lesson where pupils understood how to use numerical measurements in portrait drawing, and pupils' use of statistics aided their understanding in psychology.
- 3.9 The recommendation from the last inspection to engage pupils more actively in using ICT in lessons has been partially met. Pupils' use of ICT has developed, in particular in the use of the internet in order to complement their studies, but pupils' ICT work within lessons lacks skill and variety.
- 3.10 The pupils are increasingly encouraged to engage in higher-order thinking and study skills. Staff are aware that this area will remain a target for further development and consolidation. In interview, pupils stated that teachers sometimes encourage them to think for themselves. Older pupils displayed sophisticated problem-solving skills and were able to link the mathematics behind a chemical reaction to the chemistry of the reaction itself. Such independence and autonomy of learning was observed in a minority of lessons.

- 3.11 Pupils actively participate in a variety of competitions and awards such as music, robotics, the Duke of Edinburgh award, sports leaders' awards, and speech and drama awards. Other activities such as marine biology, gardening and chess as part of the extensive co-curricular programme engage enthusiastic pupil participation. The recommendation from the 2011 inspection, to extend the range of extra-curricular activities to provide more opportunities beyond academic support and sporting interests, has been met. Pupils enthusiastically rehearse for school productions, and pupils of all ages contribute to the very active performing arts department. Pupils are equally energetic in 'The Pop Choir' and many examples of excellent pupil art work are on display around the school.
- 3.12 Of particular note are individual and team sporting successes at county, regional and national levels, where the highest achievers are very committed and are actively supported and encouraged by the school. The school's academy system in tennis, rugby, football, rowing and swimming as well as the school's overall provision for sport promotes very high achievements for both elite athletes and those pupils with less sporting ability.
- 3.13 Pupils display excellent attitudes to their learning, and their exercise books demonstrate that they take a great deal of pride in their work. The recommendation from the last inspection, to share good practice in classroom management to ensure all pupils are kept focused throughout a lesson, has been met, resulting in a tangible sense of togetherness in achieving learning objectives in lessons. Pupils work well together enthusiastically, and those who were interviewed confirmed that their collaborative skills have improved significantly since joining the school. New pupils who joined at the start of the current school year confirmed the sense of community that they felt from the outset.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The school fully achieves its aims to foster a safe, happy and supportive environment where creativity, curiosity and freedom of spirit can flourish; to engage pupils in activities and leadership choices that will make them socially responsible in their local and wider communities; to equip everyone with the skills for the demands and challenges of a rapidly changing world; and to be an inclusive school where everyone is proud of who they are and what they can achieve.
- 3.16 Pupils have highly developed self-confidence, self-esteem and self-assurance. In all lessons they demonstrate security in their responses, unafraid of making mistakes. The pupils have a clear relationship of trust between them and their teachers. Pupils clearly articulate their understanding of their own gifts and talents. In interview, pupils commented that the school creates an atmosphere where they can aim for their best, and such an atmosphere encourages older pupils to accomplish things for themselves, and to prepare themselves for their future careers. Pupils celebrate the fact that they have all been brought together from different countries and cultures. Older students referee games, manage teams and take the lead in presentations in assemblies. Pupils appreciate that these opportunities to adapt to new situations will be useful in their future, and felt that the school increasingly promotes a sense of self-confidence. The oldest pupils reported that they manage their own workload and take ownership of their studies.
- 3.17 All pupils display an understanding of decision making and how it can affect their learning and future success; pupils in an Extended Project Qualification (EPQ) lesson considered their research topic and the decisions they needed to make in order to be successful. Boarders reported that they understand the importance of decision making and how it can influence not only their own success but also the well-being of others. They said that they respect the need to work purposefully and to support the atmosphere of the house. Pupils commented that actively joining and taking part in a community is a conscious part of decision making and that they deliberately chose activities that nurture new friendships. Pupils said that they appreciate the freedom to make these decisions and feel that the school protects their autonomy. Several different bodies within the school such as the food council enable pupils to make decisions that benefit the wider school community and respond to the needs of each pupil.
- 3.18 Pupils appreciate non-material aspects of life and develop their spiritual awareness through a 'mindfulness' programme and by coming close to nature, and appreciate the beauty of seasonal change when they attend the gardening club. Pupils' spiritual awareness and understanding is well developed through musical events such as the Christmas carol concert and the Christian Union. Pupils' work in the science demonstrates thoughtful consideration of different philosophical views of the development and meaning of human life, and pupils in a physics lesson were awed as they considered the vastness of the universe.
- 3.19 Pupils appreciate the steps they need to take to develop, and have responsibility for their own behaviour through the school's rewards and sanctions policy which is strongly promoted throughout the school. This makes pupils socially responsible citizens in their local and the wider community. Almost all pupils who responded to the questionnaire agreed that they are encouraged to behave well, and all the parents who responded to the questionnaire agreed that the school actively promotes good behaviour, particularly since the appointment of the new headteacher. Boarding staff make a considerable effort to explain British laws to those entering the school, and international boarders understand the rules of the school and the country and appreciate their purpose. Pupils have a strong sense of moral awareness and understanding of what is right and wrong. For example, pupils have a strong belief that the correct thing to do is to inform a member of staff or a pupil anti-bullying ambassador if they see behaviour that causes them concern. Senior pupils demonstrate leadership skills by awarding house merit points to younger pupils for good behaviour, kindness and diligence.

- 3.20 Pupils have strong social skills and engage fully with each other. Boarders enjoy learning the languages of others within their house so that they can communicate with them in their own language, learn about their cultures and help them to feel part of an inclusive and busy community. They enjoy strong relationships with their peer group as well as teaching staff, and feel a strong sense of loyalty to the school. Pupils have a strong commitment to working with others and said that they would make a difference by working together. In a history lesson, pupils worked collaboratively to understand the nature of religious settlement. The boarding vision and programme successfully promote social harmony and encourage caring, personal relationships.
- 3.21 Pupils demonstrate a strong sense of responsibility by taking on roles such as anti-bullying ambassadors, serving as members of one of the school councils, fund raising, or mentoring younger pupils from overseas. Pupils have responded to the needs of local charities and schools, such as through raising money for a local mobility charity, a local hospice and a school in Nepal. The pupils contribute to a local foodbank and have organised a 'swap shop' to raise money for the homeless. They also take initiative to contribute positively to the lives of others within the school and wider society. Amongst other things pupils have organised a skydive and a barbecue to raise money and support for a local children's charity as well as raising funds to provide prosthetic limbs for young people.
- 3.22 Pupils demonstrate that one of their key values of the school is tolerance and acceptance of others, supported by the effective integration of those with a variety of faiths and ethnic and cultural backgrounds into the life of the school. Pupils commented that they enjoyed the many evenings celebrating the food and culture of different countries. Within boarding houses, pupils display great sensitivity to cultural understanding, language and cuisine. The boarding houses celebrate the cultural diversity within the school and prepare pupils to be socially responsible and inclusive citizens. All parents and almost all pupils who responded to the questionnaires agreed that the school encouraged tolerance of those with different faiths and beliefs.
- 3.23 Pupils said that they are encouraged to stay safe and to maintain healthy physical and mental lifestyles. The food council meets regularly and pupils demonstrate careful consideration of healthy eating options and their food choices. Boarders enjoy cooking within their houses and prepare nutritious meals which they share with others. Pupils engage with physical activity enthusiastically and are aware of the need for a balanced lifestyle and healthy eating. They have a strong awareness of how to keep safe and avoid risk including when online, and older pupils commented that they particularly value the financial education content of the PHSE programme which allows them to explore both the management and safety aspects of online banking.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff, the chair of the local governing body and a representative of the UCST. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and the learning support area. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alasdair McBay	Reporting inspector
Mrs Alison Martin	Compliance team inspector (Bursar, HMC school)
Mrs Angela Clancy	Team inspector (Head of Learning Skills, HMC school)
Miss Eleni Conidaris	Team inspector (Head of Lower School, HMC school)
Mr Francie Healy	Team inspector (Headmaster, Society of Heads school)
Mr Christian Kendall-Daw	Team inspector for boarding (Deputy headmaster, GSA school)