

# Bristol International College

8 Durdham Park, Bristol BS6 6XA

**Inspection dates**

23 October 2019

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 1, 2(1)–2(2)(b), 2(2)(e)–2(2)(i), 3, 3(a)–3(g), 4*

- The school's curriculum policy describes what leaders intend pupils to learn across a wide range of subjects. Schemes of work include detailed information about the subjects to be taught in each age range.
- The school has suitable schemes of work to provide key stage 4 GCSE and IGCSE courses. There are post-16 study programmes for students in Years 12 and 13. This includes an accredited international foundation programme.
- Leaders have carefully considered what pupils need to learn according to the aims of the school. This includes ensuring that pupils will be ready and prepared to study at British universities. There is a planned programme of appropriate extra-curricular activities, including sport, music and art.
- The assessment policy sets out a clear framework which guides staff on how pupils' progress will be checked. The policy describes how staff will use assessment information to adapt the learning experiences of pupils.
- The proprietor and the headteacher have a sound understanding of how to ensure that pupils have the career guidance and support they need to make successful decisions about their futures. There is a planned programme of careers guidance in place, including visits to colleges and universities as well as external visitors to come and inspire pupils. In addition, leaders plan to arrange weekly timetabled one-to-one sessions with an impartial adviser to help plan individual pathways that match pupils' aspirations and interests.
- The headteacher has robust plans to provide effective oversight so that the quality of education is at least good. She plans to provide staff with high-quality feedback on their work. This will be delivered through a monitoring programme that includes looking at pupils' books and observations of learning.
- The standards in these paragraphs are likely to be met.

*Paragraph 2(2)(d)–2(2)(d)(ii)*

- Leaders intend to provide pupils with a personal, social and health education programme that is in line with the school's aims. There is a strong emphasis on ensuring that pupils are supported to be happy and considerate towards others. Pupils are to be encouraged to be involved, to learn from their mistakes and to develop an appreciation of a wide range of views. This curriculum will support pupils to make informed decisions in their lives.
- The standards in these paragraphs are likely to be met.

*Paragraph 3(h)–(j)*

- The proprietors and the headteacher have credible experience in providing pastoral care and support to young people. They aim to create a culture of safety, equality and protection. Leaders have a strong understanding of how to nurture young people, particularly those who are away from their families. For example, there is a plan to assign each young person with a dedicated tutor to act as mentor.
- The standards in these paragraphs are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5*

- Timetables show that leaders take the personal development of pupils very seriously. There is a planned weekly session dedicated to teaching a personal, social and health curriculum. Aspects of personal development have also been deliberately and explicitly included in other areas of the curriculum, including English, mathematics and science. In addition, the headteacher plans to deliver key messages to support pupils' spiritual, moral and cultural development throughout the year.
- Pupils will experience discussion and debate using local topics such as the slave trade, as well as wider topics being discussed in society. Leaders plan to use their strong local and wider partnerships to bring pupils' learning about British values to life. There are plans, for example, for pupils to visit Westminster to learn about the workings of government as part of pupils' understanding of British law.
- The proprietor and headteacher have a strong understanding of how to help young people to understand how they can contribute to society. For example, there are plans to grow a school council and a charities committee.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

*Paragraph 6, 7*

- The proprietor and headteacher have credible experience of ensuring that pupils are kept safe. The safeguarding policy is available on the school's website and complies with the requirements of the most recent safeguarding guidance published by the Secretary of State. Leaders have ensured that their safeguarding training is up to date. They have a sound understanding of the duties that the most recent

safeguarding guidance places on schools.

- The standard in these paragraphs are likely to be met.

*Paragraph 9, 10*

- The behaviour policy guides staff to encourage pupils to act responsibly and to learn to accept responsibility for their behaviour. It also describes positive approaches that staff can use to recognise, reward and celebrate pupils' good behaviour. There are clearly defined sanctions and rewards. The policy incorporates the most recent guidance on exclusion from the Department for Education (DfE).
- The anti-bullying policy clearly describes bullying as unacceptable and states that it will not be tolerated. There is detailed guidance for staff about the different types of bullying and specific strategies for preventing bullying. Leaders aim to create a safe and secure environment for all.
- The standards in these paragraphs are likely to be met.

*Paragraph 11, 12, 13*

- The school has a comprehensive health and safety policy. Systems are already in place to ensure that the policy will be implemented effectively. For example, logs that ensure that the school meets requirements about fire safety are in place.
- There is a written first-aid policy describing the procedures to be used if first aid is required during school hours. The policy describes in detail how to respond to medical emergencies such as an asthma attack, hypoglycaemia or seizures. Recording forms and guidance about when to communicate incidents to parents and carers are also included in this comprehensive policy.
- The standards in these paragraphs are likely to be met.

*Paragraph 14, 15, 16(a), 16(b)*

- The proprietor and headteacher have plans in place to ensure that pupils are well supervised. The planned ratio of teaching staff to pupils allows for teaching in small groups. Arrangements to supervise pupils when on regular activities, such as visits to local sports facilities, have been thought through and appropriate risk assessments are in place.
- The risk assessment policy describes a robust approach towards ensuring that risks are considered and managed effectively. It outlines steps for staff to identify, evaluate and review risks.
- The proprietor has ensured that the system for admissions and registering attendance is in accordance with the Education (Pupil Registration) (England) Regulations, 2016. The headteacher has sound plans to ensure that punctuality and attendance across the school are checked each session and over time.
- The standard in these paragraphs are likely to be met.

*Paragraph 17, 18, 19, 20, 21*

- The school keeps a single central record of pre-employment checks. All staff currently employed have an enhanced Disclosure and Barring Service (DBS) check and the required checks for the proprietorial board have been undertaken. The full range of pre-employment checks, set out in the independent school standards (ISS), have been completed and are recorded appropriately in the single central record.
- The recruitment policy makes clear the requirement for at least one member of the interview panel to have completed safer recruitment training. It also states that the required checks are to be completed before employment begins and sets out the need for satisfactory references to be received. The induction procedures described include appropriate safeguarding awareness training for new members of staff.
- The standards in these paragraphs are likely to be met.

Part 5. Premises of and accommodation at schools

*Paragraph 22, 23(1)–23(1)(c), 23(2), 24(1)–24(1)(b), 25*

- The toilet facilities are for the sole use of pupils, with separate cubicles for boys and girls. Water is maintained at an appropriate temperature. There are additional toilets in the annex on the ground floor and therefore can be used for pupils with disabilities.
- Although there are no changing or shower facilities for the use of pupils on the site, there are suitable arrangements at the local sports centre which to be used by the school for physical education.
- There is an identified room for the medical examination and treatment of pupils which has a water supply and is reasonably near to toilets.
- The standards in these paragraphs are likely to be met.

*Paragraph 26*

- The classrooms and other learning spaces such as the library are well maintained. They have adequate acoustic conditions and suitable heating and ventilation. Classrooms are well equipped with computers and whiteboards. Consequently, they are suitable for use as teaching rooms. The proprietor has a plan to ensure that the classroom furniture meets the needs of pupils in the older age range. The current furniture is designed for the needs of younger pupils.
- The standard in this paragraph is likely to be met.

*Paragraph 27*

- The classrooms and other internal spaces have suitable lighting. There is outdoor lighting around the building at each exit point that meets the required standard.
- The standard in this paragraph is likely to be met.

*Paragraph 28(1)–29(1)(b)*

- Drinking water is clearly labelled. Pupils will be able to access drinking water throughout the day from the kitchen and other appropriate spaces. Wash basins have an adequate supply of cold and hot, but not scalding, water.
- There are outside spaces; however, they are small. Although suitable as spaces in which to socialise and relax, they do not allow for physical play or activity. The proprietor and headteacher have plans to use nearby green spaces and local sports and leisure facilities. They are aware of the need to ensure that pupils have appropriate outdoor experiences.
- The standards in these paragraphs are likely to be met.

## Part 6. Provision of information

### *Paragraph 32*

- The school has a website that is accessible and includes a description of the aims and ethos of the school. It has the required details such as the school's address and the name of the headteacher. There are also contact details for the proprietor. The required policies and procedures are available for parents, including the admission process and the behaviour policies.
- The headteacher has prepared an annual report format to be used. It provides information for parents about the progress and attainment for each pupil in every subject taught.
- The standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33*

- The school has a complaints policy, which includes all requirements. It is available to parents and sets clear timescales for the management of a complaint. The three stages from informal through to a complaints panel are described in detail. There are appropriate guidelines about the composition of the complaints panel to ensure that there is a member who is independent of the management and running of the school.
- The standards in this part are likely to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1)–34(1)(c)*

- The proprietor and the headteacher demonstrate the knowledge and understanding necessary to ensure that all the independent school standards are likely to be met. They are committed to securing the safety and well-being of pupils. They are aware of the requirements set out in 'Keeping Children Safe in Education' (2019). They have ensured that the required policies and procedures are in place.
- The proprietor is setting up a local governing body. The chair is committed to securing governors with the skills needed. He is fully aware of the responsibility to check that the independent school standards are met consistently and the need to hold leaders

to account for the quality of the education at the school.

- The standards in this part are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The proprietor and headteacher have an inclusive attitude to education and are committed to equal opportunities for all pupils. They have considered the possible needs of pupils with special educational needs and/or disabilities (SEND) and have prepared an accessibility plan. This meets the requirements under Schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

|                         |          |
|-------------------------|----------|
| Unique reference number | 147470   |
| DfE registration number | 801/6037 |
| Inspection number       | 10124615 |

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

|                                      |  |
|--------------------------------------|--|
| Type of school                       | Day school   |
| School status                        | Independent school   |
| Proprietor                           | Bristol International College  |
| Chair                                | John Milne   |
| Headteacher                          | Philippa Mills   |
| Annual fees (day pupils)             | £16,800 to £22,800   |
| Telephone number                     | 0117 973 6620  |
| Website                              | <a href="http://www.bristolinternational.college">www.bristolinternational.college</a>             |
| Email address                        | <a href="mailto:enquiries@bristolinternational.college">enquiries@bristolinternational.college</a> |
| Date of previous standard inspection | Not previously inspected   |



## Pupils

|                                     | <b>School's current position</b> | <b>School's proposal</b> | <b>Inspector's recommendation</b> |
|-------------------------------------|----------------------------------|--------------------------|-----------------------------------|
| Age range of pupils                 | 0                                | 14–19                    | 14–19                             |
| Number of pupils on the school roll | 0                                | 40                       | 40                                |

## Pupils

|   | <b>School's current position</b> | <b>School's proposal</b> |
|---|----------------------------------|--------------------------|
| Gender of pupils  | Not applicable                   | Mixed                    |
| Number of full-time pupils of compulsory school age   | 0                                | 8                        |
| Number of part-time pupils  | 0                                | 0                        |
| Number of pupils with special educational needs and/or disabilities                         | 0                                | 0                        |
| Of which, number of pupils with an education, health and care plan                          | 0                                | 0                        |
| Of which, number of pupils paid for by a local authority an education, health and care plan | 0                                | 0                        |

## Staff

|   | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | 1                         | 2                 |
| Number of part-time teaching staff            | 0                         | 9                 |
| Number of staff in the welfare provision      | 0                         | 1                 |

## Information about this proposed school

- The proposed school is in a large house located in a residential street. This is where most classrooms are. There is also an office space, a library and a small kitchen. An additional annex building, alongside the main building, includes two large teaching spaces. There is another building, which is a short walk from the main building but in the same street. This includes a dance studio for occasional use. At this location, there is also a building that belongs to the same proprietor as Bristol International College. This is in current use, under separate registration, as a nursery school and after-school care. The proprietor intends to use the dining space if needed.
- The proposal is to admit up to 40 pupils from the age 14 to 19 years old. The aim is to provide qualifications for pupils who are looking to embark on an academic career.
- The proposed school is due to open in August 2020.

## Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This was the school's first pre-registration inspection.
- The inspector held meetings with two members of the proprietorial board, including one who is also the chair of Bristol International College. The inspector also met with the headteacher and an adviser who supports the proprietor with recruitment procedures.
- The inspector evaluated the school's website, policies, schemes of work and documents relating to health and safety and safeguarding. She undertook a tour of the site to evaluate the suitability of the premises.

## Inspection team

Tonwen Empson, lead inspector

Her Majesty's Inspector

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