

Material change inspection report

15 November 2024

Bedford Greenacre Independent School

58 – 60 Shakespeare Road

Bedford

Bedfordshire

MK40 2DL

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as ‘the Standards’.

Inspection outcome

The school has submitted a material change request to move premises and increase its overall capacity from 841 to 1020 pupils on two sites.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7a and 7b, 11, 12, 14, 16; EYFS Safeguarding and welfare requirements 3.4 – 3.20, 3.24 – 3.26, 3.29 – 3.32, 3.35 – 3.49, 3.64 – 3.65, 3.74, 3.76 and 3.90

1. Arrangements to safeguard pupils are robust. A governor with specific responsibility for safeguarding offers support and challenge to the safeguarding lead and deputies. Governors are suitably trained and hold leaders to account by conducting an annual review of safeguarding and ensuring that the school's safeguarding policy is implemented effectively.
2. The safeguarding team is appropriately trained, demonstrates up-to-date knowledge of statutory guidance and understands the contextual risks to pupils. Child protection records are detailed, clear and securely stored. Leaders liaise and work effectively with the local safeguarding partnership and other external agencies. Staff receive regular training. They recognise the need to take prompt action to communicate or act upon safeguarding concerns when they arise. They are vigilant to safeguarding issues in their day-to-day dealings with pupils and they understand how to recognise signs that might indicate a concern.
3. Pupils are confident that they have a trusted adult who they can speak to if they have any worries, and that prompt action will be taken to support them. Leaders have provided a number of age-appropriate avenues for pupils to disclose issues about their welfare. The school educates pupils effectively about how to stay safe, including online. Appropriate network filtering and monitoring systems are in place in school which leaders check for effectiveness in line with statutory guidance.
4. Leaders understand that some pupils might feel anxious about the move to a new site. As a result, they have put in place personalised guided visits to the new site in advance of the move in order to allay pupils' worries. They have also addressed the safeguarding team's capacity to deal with issues as numbers increase and have put in place appropriate measures for succession planning.
5. Systems and record-keeping in relation to health and safety are carefully monitored to ensure that risks are minimised. This includes the monitoring of arrangements for fire safety. Fire-fighting and other equipment are subject to regular checks, which are logged. Frequent fire drills ensure that pupils know what to do in the event of the alarm sounding. The new premises have been planned with careful attention to health and safety, including arrangements for the dropping-off and collection of pupils at both ends of the school day. Leaders have begun the process of training staff in readiness for occupation of the new site, and plans are in place for the induction of pupils with regard to health and safety matters. This includes training pupils to evacuate the building safely.

6. A suitable supervision rota is in place on the current sites. Leaders have considered additional risks when the new site is occupied and have reasonably concluded that the design is such that current supervision arrangements will continue to be effective.
7. Leaders are thorough in their identification and management of risk. The risks associated with the move to the new premises have been carefully thought through and leaders are aware of the need to be alert to new risks as they develop the use of the new site.
8. The school is likely to continue to meet the Standards if the material change is implemented.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR Paragraphs 18 – 21; EYFS 3.4, 3.9 – 3.20

9. The school's recruitment process is rigorous. All required checks are completed before any adult is allowed to begin employment or volunteer at the school. Checks are accurately recorded on the single central record.
10. The school is likely to continue to meet the Standards if the material change is implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23 – 29; EYFS 3.51 – 3.56, 3.64, 3.68 – 3.69, 3.71

11. The current sites are maintained to a suitable standard. The new site has adequate toilet provision and an appropriate area has been set aside to accommodate the care of pupils who are unwell or if they are injured. Suitable changing accommodation and showers have been provided for the purposes of physical education.
12. The up-to-date specification of lighting and acoustics on the new site means that they are suitable for teaching purposes. Extensive external lighting is in place to help ensure the safety of pupils, staff and visitors after dark. Drinking water is readily available and is suitably identified. The infrastructure is in place to ensure that toilets have a sufficient supply of hot and cold water. The new premises provide ample space for both physical education and pupil recreation.
13. The school is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

14. The school provides parents with information relating to safeguarding by publishing its safeguarding policy on the school's website.
15. The school is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2); EYFS 3.27 – 3.28 and 3.90

16. Leaders have planned the school's move to its new site by anticipating and mitigating potential risks. They have ensured that the new premises will meet the needs of current pupils and that they are fit to accommodate the proposed increase in numbers. Leaders have addressed the risks associated

with this increase in capacity by considering suitable staffing levels and establishing procedures to ensure that pupils' welfare is paramount and that their needs continue to be met.

17. Governors monitor leaders' implementation of policies in order to ensure that pupils' wellbeing is adequately promoted.

18. The school is likely to continue to meet the Standards if the material change is implemented.

School details

School	Bedford Greenacre School
Department for Education number	822/6004
Registered early years number	2597789
Registered charity number	1194080
Address	Bedford Greenacre Independent School
Phone number	01234 352031
Email address	hello@bedfordgreenacre.co.uk
Website	www.bedfordgreenacre.co.uk
Proprietor	Bedford Greenacre Independent
Chair	Mr Steve Williamson
Headteacher	Mr Ian Daniel
Age range	0 – 18
Number of pupils	726
Number of children in the early years	119
Date of previous inspection	25 to 28 January 2022

Information about the school

20. Bedford Greenacre Independent School is a co-educational day school. Prior to its move to a new site and purpose-built accommodation, the school currently occupies three sites. The Nursery and sixth form are housed in separate premises at Kimbolton Road, whilst the main site at Shakespeare Road accommodates children in the Reception class and pupils in Years 1 to 11. The school is a registered charity overseen by a governing body.
21. There are 119 children in the early years, comprising Nursery and Reception classes. This includes an early years setting registered with Ofsted which provides for children under two years of age. The Nursery classes will continue to occupy the site at Kimbolton Road.
22. The school has identified 174 pupils as having special educational needs and/or disabilities. There are 13 pupils in the school who have an education, health and care plan.
23. English is an additional language for four pupils.
24. The school states that its aims are to create a sense of caring, belonging and pride and to encourage its pupils to reach their potential, both academically and personally, so that they can move into adulthood with confidence.

Purpose of the material change inspection

Inspectors carried out this inspection under section 162(4) of the Education Act 2002 following an application made by the school to the DfE to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards and Early Years Foundation Stage requirements if the material change is implemented.

Inspection details

Inspection dates

15 November 2024

25. Two reporting inspectors visited the school for one day.
26. Inspection activities included:
 - scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
 - tour of the new school site to inspect premises and health and safety arrangements
 - discussions with the chair of governors and a member of the governing body
 - discussions with the headteacher, school leaders, managers and other members of staff
 - discussions with pupils and staff.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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