



Progress Monitoring Inspection Report

Milton Abbey School

September 2023

School's details

School	Milton Abbey School			
DfE number	838/6015			
Registered charity number	306318			
Address	Milton Abbey School Milton Abbas Blandford Forum Dorset DT11 0BZ			
Telephone number	01258 880484			
Email address	info@miltonabbey.co.uk			
Headteacher	Mr James Watson			
Chair of governors	Dr Ian Bromilow			
Proprietor	Council of Milton Abbey School			
Age range	13 to 18			
Number of pupils on roll	218			
	Day pupils	41	Boarders	177
	Lower School	103	Sixth Form	115
Date of inspection	26 September 2023			

1. Introduction

Characteristics of the school

- 1.1 Milton Abbey School is an independent co-educational boarding and day school. It was founded in 1954 as a boarding school for male pupils and became fully co-educational in 2014. The school is overseen by a board of governors. Boarders are accommodated in one of five single-sex boarding houses on the school site. The current headmaster took up his position in September 2023. There are 139 pupils who have special educational needs and/or disabilities (SEND), seven of whom have an education, health and care (EHC) plan. Fifty-two pupils speak English as an additional language. The school's previous inspection was a focused compliance and educational quality inspection, which took place in March 2023.

Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the focused compliance and educational quality inspection on 14 to 16 March 2023. 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.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8 and 11	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Met

2. Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8 and 11]

Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 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

- 2.3 The school meets the standards.
- 2.4 The school implements its safeguarding procedures effectively. It acts in the best interests of the child, including by putting into practice appropriate procedures to respond to child-on-child abuse, including any related to sexual harassment or sharing of inappropriate images. The designated safeguarding lead (DSL) and deputy DSLs are suitably trained and provide ample coverage for their role, including across the boarding houses. Scrutiny of safeguarding records shows that the school follows locally agreed inter-agency procedures whenever a concern is raised, including any raised by pupils themselves. The school liaises with appropriate external agencies when required and provides suitable support for any pupils affected by concerns that arise. Procedures for dealing with any allegations against staff, including any low-level concerns, are effective and known by staff. Where required, when an allegation is substantiated, the school refers individuals to the relevant statutory bodies appropriately. The school teaches pupils how to keep themselves safe, including when online. The DSL oversees effective filtering and monitoring of internet use. The school implements suitable safer recruitment procedures. Governors are trained suitably in safeguarding. They maintain a regular and effective oversight of the safeguarding policy and procedures, including those for staff recruitment.
- 2.5 The DSL, deputy DSLs and staff understand the different types of abuse and are aware of the particular vulnerabilities of those with SEND. Staff understand and implement their responsibilities under the staff code of conduct. The school now ensures that all staff receive regular safeguarding update training in line with statutory guidance, including guidance on the staff code of conduct. Any apparent breach of the code is investigated appropriately.
- 2.6 The school actively encourages pupils to share any concerns that they might have. In particular, since the previous inspection, the school has taken effective measures to familiarise pupils, including boarders, with the independent person, their role and how to contact them. As a result, the school ensures that the identified independent person is known, easily accessed by boarders and that boarders are helped to feel comfortable to contact them.

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

- 2.7 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]

- 2.8 The school meets the standards.
- 2.9 The proprietor has ensured that leaders have taken effective measures to implement the school's action plan following the previous inspection. As a result, the proprietor ensures that the leadership

and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are met consistently, and they actively promote the wellbeing of the pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

4. Summary of evidence

- 4.1 The inspector held discussions with the headmaster, senior leaders and other members of staff and met with the chair of governors. He visited different areas of the school, talked with groups of pupils and scrutinised a range of documentation, records and policies.