

# Material change inspection report

17 September 2026

## **S. Anselm's School**

Stanedge Road

Bakewell

DE45 1DP

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 increase their upper age from 13 to 16 from September 2027.

The school is likely to meet the relevant independent school Standards and National Minimum Standards for boarding schools if the material change is implemented. It is recommended that the material change be approved.

## Inspection findings

### Part 1. Quality of education provided

ISSR paragraphs 2, 3 and 4

1. Leaders provide a curriculum which is appropriate to the ages, aptitudes and needs of the pupils. The curriculum is well planned and documented through clear policies and schemes of work. This gives pupils the opportunity to study a broad range of subjects and to develop their skills and understanding in the full range of required areas. Schemes of work are effective in developing secure foundations for the pupils in reading, writing, spoken language and mathematics. Pupils gain breadth through the formal study of the sciences, languages and the humanities. They experience a wide range of opportunities to develop their aesthetic and creative skills both within the taught curriculum and the many extra-curricular opportunities.
2. Leaders have planned a carefully considered curriculum framework for the proposed increase in age range which is designed to meet the needs of these pupils. They have considered the options available to potential older pupils and any necessary changes to the current curriculum for younger pupils. Draft schemes of work take into account the anticipated prior learning and needs of pupils aged 13 to 16 years.
3. The school provides a well-planned curriculum for personal, social, health and economic education (PSHE). This is taught in dedicated lessons throughout the school and incorporates appropriate relationships and sex education (RSE). Leaders consult parents on topics in the RSE course in line with statutory guidance. They have carefully considered the extension of the PSHE curriculum for older pupils and have made appropriate plans for this. Leaders have planned training to help ensure that staff are fully prepared for teaching the additional topics so that this programme is delivered consistently across the school.
4. A comprehensive careers programme, provided within the PSHE curriculum, helps pupils make informed choices about their next steps in education and future careers. Pupils benefit from the opportunity to hear about a range of different careers through regular visits from external speakers. Leaders have carefully considered how to adapt the careers programme for older pupils, including how to provide additional advice on post-16 study.
5. Teachers use a range of effective teaching methods to develop pupils' knowledge and understanding. They use their knowledge of pupils' aptitudes to plan lessons effectively and provide pupils with activities which develop their skills. Teachers know their subjects well and use this knowledge to extend pupils' learning, for instance by skilfully using question and answer sequences to help pupils think more deeply.
6. Leaders have considered the capacity for teachers within the school to teach older pupils. Many teachers have relevant experience in teaching the proposed age range. Leaders have suitable plans

in place to provide further professional development as necessary, for instance by arranging visits to other schools and attending subject-specific meetings in the local area.

7. A comprehensive system for monitoring pupils' progress ensures that leaders and teachers understand the progress pupils are making. On arrival in the school, pupils undergo a set of tests which establish their current level of attainment. Teachers monitor their progress against this baseline. Where teachers identify that a pupil is not making the expected progress, they provide appropriate additional support to that pupil.
8. Both the curriculum and teaching take into account the needs of pupils who have special educational needs and/or disabilities (SEND). Teachers understand the needs of individual pupils and use this knowledge to adapt their teaching appropriately. Leaders have carefully considered how the support available for pupils who have SEND will need to be enhanced to meet the needs of older pupils, including around the choice of qualifications and transition to post-16 education, training or employment.
9. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR paragraph 5

10. Leaders provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural knowledge and understanding. In PSHE lessons, teachers help pupils learn how to relate to each other and manage any disagreements productively. Leaders maintain a house system which supports pupils in fostering positive relationships between different ages and in developing self-confidence when fulfilling roles of responsibility.
11. Pupils develop their spiritual understanding in religious studies lessons and through close links with local religious organisations. Pupils attend religious festivals in the local church and celebrate the natural world around them in regular walks and visits.
12. Pupils' moral understanding is developed through assemblies and classroom discussions. Pupils understand the responsibility they have towards others and actively support their peers and the local community. Pupils learn to respect each other and others in the world around them. In assemblies and lessons, pupils learn about different cultures and ways of life. They develop cultural understanding and a respect for their own and other cultures.
13. The proposed curriculum for older pupils provides a range of opportunities to develop pupils' spiritual, moral, social and cultural understanding. These include theology, philosophy and religion topics about different belief systems and varying approaches to ethics. The performing arts and visual arts curriculums incorporate lessons about different artistic traditions and their interaction with cultural forces such as nationalism.
14. Leaders promote fundamental British values throughout the school. Pupils learn about democracy and regularly discuss democratic developments within the UK and around the world. Pupils learn about the importance of rules in creating a functioning society. Regular visits from local services, such as the police, help pupils understand the importance of the rule of law.
15. The school is likely to continue to meet the Standards if the material change is implemented.

## **Part 3. Welfare, health and safety of pupils**

ISSR paragraphs 7(a) and 7(b), 8(a) and 8(b); NMS 8

16. Leaders provide a comprehensive safeguarding policy which reflects current statutory guidance and takes pupils' needs into account. Staff implement this policy effectively throughout the school in order to safeguard pupils.
17. Leaders with responsibility for safeguarding understand their roles well and are suitably trained for their roles. They use this knowledge to implement effective safeguarding procedures in the school. Regular staff training ensures that teachers and support staff know how to spot any signs of abuse and how to respond appropriately if necessary. Staff understand the importance of remaining vigilant and passing on any concerns, including any concerns about other adults in the school.
18. Leaders have a clear understanding of the risks to pupils, including any additional risks which may apply to pupils who are staying overnight. They are aware of the contextual safeguarding risks which may apply to pupils and take effective steps to support pupils where necessary.
19. Leaders maintain accurate records of any safeguarding incidents, including any low-level concerns about adults. They liaise closely with local safeguarding partners where necessary to provide additional support for pupils.
20. Staff with responsibility for boarding understand the particular safeguarding needs of boarders. They communicate closely with other staff in the school to ensure that any concerns they may have are reported and acted upon promptly. Boarders understand how to seek help, including from those who are independent of the school.
21. Pupils learn how to keep themselves safe, including online. In PSHE lessons pupils learn about the risks of online harms such as grooming. Leaders' plans for the proposed increase in age range include extending this teaching into topics relevant to older pupils.
22. Leaders with responsibility for safeguarding maintain close oversight of recruitment. Staff involved in recruitment have the necessary training to ensure that safer recruitment processes and procedures are implemented in line with statutory guidance.
23. Leaders have carefully considered how to adapt current practices in response to the proposed increase in age of the pupils. There are already staff in the school with experience in leading safeguarding for older pupils and leaders have a recruitment plan in place to strengthen this further. Leaders have a clear plan for additional training for staff should the material change be approved.
24. The school is likely to continue to meet the Standards if the material change is implemented.

## **Part 5. Premises of and accommodation at schools**

### **NMS 4**

25. Leaders provide good quality living and sleeping accommodation for boarders. The dormitories are attractively decorated by the pupils and provide a comfortable and homely environment. Boarding staff invite pupils to identify preferences about whom they share with and take these views into account when allocating sleeping accommodation.
26. Boarders have the use of a suitable number of toilet and washing facilities which are readily accessible from the boarding accommodation. These facilities take appropriate account of the ages and sex of the current and proposed pupils. Individual toilet and washing facilities are available for any pupils who may have additional needs.
27. Staff accommodation within the boarding areas is kept separate from pupils' accommodation and is not accessible to pupils. Staff ensure that boarders know how to seek help, including at night. They

pay particular attention to the induction of flexi-boarders, and provide repeated reminders so that boarders are comfortable and know how to seek help.

28. Leaders take appropriate steps to ensure that boarding accommodation is secure from access by unauthorised persons. Clear guidelines ensure that pupils know that boarding accommodation is reserved for use by boarders. Alarms and other security systems maintain security out of hours whilst respecting the boarders' privacy.
29. Leaders have suitable plans in place for the accommodation of older boarders. These plans take into account the appropriate separation of younger and older pupils within the boarding accommodation, including in toilets and washing facilities, dormitories and living areas.
30. 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)

31. The safeguarding policy is provided to parents on the school's website.
32. 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 paragraph 34(1)(a), 34(1)(b) and 34(1)(c); NMS 2

33. Leaders have the knowledge and skills they need to promote pupils' wellbeing and fulfil their roles effectively. Leaders understand the Independent School Standards and National Minimum Standards for boarding, as well as relevant statutory guidance. They use this understanding to implement appropriate policies and procedures.
34. Leaders with responsibility for boarding have appropriate knowledge and experience to ensure the welfare of boarders. They take a holistic overview of boarders' wellbeing, including considering the needs of part-time boarders and flexi-boarders. Leaders undertake regular training to ensure that they understand risks to boarders, including the risks of online harms.
35. Leaders have planned carefully for the proposed increase in age range, drawing on the knowledge and experience of staff as well as relevant regulations and guidance. They have anticipated a range of areas in which changes to provision will be required, including the curriculum, teaching and learning, boarding and safeguarding. They have put in place clear transition plans which include arranging appropriate training for staff.
36. Trustees maintain close oversight of the school. They scrutinise reports from leaders and identify key themes and areas for development. Trustees visit the school regularly to observe it in action and speak with pupils and staff. The designated safeguarding trustee reviews safeguarding records, talks through significant incidents and maintains oversight of safer recruitment practices.
37. The school is likely to continue to meet the Standards if the material change is implemented.

## School details

|                                              |                                                                           |
|----------------------------------------------|---------------------------------------------------------------------------|
| <b>School</b>                                | S. Anselm's School                                                        |
| <b>Department for Education number</b>       | 830/6004                                                                  |
| <b>Registered early years number</b>         | 2901109                                                                   |
| <b>Registered charity number</b>             | 1215318                                                                   |
| <b>Address</b>                               | S. Anselm's School<br>Stanedge Road<br>Bakewell<br>Derbyshire<br>DE45 1DP |
| <b>Phone number</b>                          | 01629 343434                                                              |
| <b>Email address</b>                         | office@anselms.co.uk                                                      |
| <b>Website</b>                               | www.sanselms.co.uk                                                        |
| <b>Proprietor</b>                            | S. Anselm's School Limited                                                |
| <b>Chair</b>                                 | Mrs Emma Harrison CBE                                                     |
| <b>Headteacher</b>                           | Mrs Hannah Cunningham                                                     |
| <b>Age range</b>                             | Birth to 13 years                                                         |
| <b>Number of pupils</b>                      | 106                                                                       |
| <b>Number of boarding pupils</b>             | 4                                                                         |
| <b>Number of children in the early years</b> | 23                                                                        |
| <b>Date of previous inspection</b>           | 4 to 6 November 2025                                                      |

## Information about the school

38. S. Anselm's is a co-educational day and boarding school located on the edge of the town of Bakewell in Derbyshire. The school is a limited company overseen by a board of trustees. Since the previous inspection, a new headteacher was appointed in September 2026. The school consists of a pre-school, for children aged 3 to 4; a pre-prep, for pupils in Reception to Year 2; and a prep school, for those in Years 3 to 8. Since the last inspection the school has opened a nursery for children aged from 3 months to four years which is registered with Ofsted.
39. Pupils may board as full-time or flexi-boarders from the age of seven years. The school has a single boarding house with separate accommodation for male and female pupils.
40. There are 23 children in the early years in two Nursery and Pre-school classes and one Reception class.
41. The school has identified 21 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
42. The school has identified no pupils for whom English is an additional language.
43. The school states its aims are to encourage individuality, creativity, perseverance and tolerance, while developing inquisitive thinking, a love of learning and independent thought. It seeks to foster self-understanding and a sense of each pupil's contribution to society. The school aims to instil moral courage and inner strength in its pupils and encourage them to consider those in the wider community around them.

## Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the Department for Education 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 National Minimum Standards for boarding schools if the material change is implemented.

## Inspection details

### Inspection dates

17 September 2026

44. Two reporting inspectors visited the school for two days.

45. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the boarding house accompanied by staff
- observation of lessons.

### 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](http://www.isi.net)**.

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