

# Material change inspection report

24 June 2025

## Godolphin School

Milford Hill

Salisbury

Wiltshire

SP1 2RA

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 requested a material change request to become co-educational from September 2025 and to change their registered age range from 3 to 19 to 11 to 19.

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 1. Quality of education provided

ISSR paragraphs 2, 3 and 4

1. The school's curriculum is well planned and covers all the required areas appropriately. Planning focuses effectively on pupils' individual needs and potential. Leaders have reviewed provision to ensure that it will be suitable for both male and female pupils, for example by addressing the choice of literary texts to be studied. The curriculum offers pupils an extensive range of choices and pathways for future opportunities as they progress through the school, including opportunities to study courses at A level, BTEC diploma and the Extended Project Qualification (EPQ) in the sixth form.
2. The personal, social and health education (PSHE) curriculum enables pupils to learn about a comprehensive range of issues which impact on their development as young adults, such as friendships, the dangers of alcohol and drug misuse and how to support positive mental health. PSHE incorporates citizenship education and relationships and sex education (RSE). The content of RSE is relevant, in line with statutory guidance and taught effectively in an age-appropriate manner. The programme effectively equips pupils with knowledge about subjects such as puberty and sexuality. It gives them the opportunity to discuss values around relationships and issues such as consent, and how to recognise possible coercion. Leaders have given careful thought to how this will be taught when male pupils are admitted, which includes teaching male and female pupils separately for specific topics while ensuring full coverage of the programme for all pupils.
3. Careers education is wide-ranging and forms part of the PSHE curriculum from Year 7 onwards. Themes include decision-making, self-awareness and a recognition of the importance of skills that are relevant to the workplace. Careers lessons are supplemented in a number of ways, for example through opportunities such as work experience, careers fairs, external speakers and university visits.
4. A suitable co-curricular programme offers a wide range of inclusive opportunities for pupils to explore and develop new interests and passions.
5. Teaching is characterised by strong subject knowledge and effective resources. Lessons incorporate suitable activities and teaching strategies that enable pupils to develop their knowledge, skills and understanding well. Teachers plan lessons that are engaging, purposeful and productive. They encourage pupils to think critically and work both independently and collaboratively. Staff have positive relationships with pupils, understand their needs and adapt learning effectively to build on pupils' prior attainment.
6. Pupils who have special educational needs and/or disabilities (SEND) receive tailored support which positively impacts on their academic development. Individual plans and support strategies, including the effective deployment of teaching assistants, address their specific needs well.

7. Pupils who speak English as an additional language (EAL) are supported according to their individual needs through one-to-one and subject-specific support, for example help with terminology or cultural references. The main focus is on building a strong foundation in grammar and vocabulary, whilst developing their writing skills so that they can achieve well across the full range of subjects that they study.
8. Effective assessment systems are in place to track pupils' attainment and progress and identify where additional support is needed. Data is used constructively to inform teachers' planning. Pupils receive useful feedback from teachers that helps them to improve their work and set personal targets.
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. Throughout the school, effective PSHE and a positive school culture supports pupils in developing trusting relationships with staff and their peers. They learn to be respectful of others regardless of race, religion and other protected characteristics.
11. Beyond the curriculum, leaders nurture pupils' spiritual, moral, social and cultural development by providing a wide range of practical opportunities for them to understand themselves and the world around them. These include charity work, house events enabling pupils of different ages to work together, Combined Cadet Force (CCF), educational visits, pupil council, arts events and prayers in chapel.
12. Leaders are keen to develop pupils' knowledge of current affairs, thereby helping them to see in action, through real-world examples, democracy, individual liberty, the rule of law and tolerance of different faiths and beliefs.
13. 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 (b), 11; NMS 3, 7, 8, 9 and 20

14. Arrangements to safeguard pupils are robust. Safeguarding leaders are appropriately trained and demonstrate a strong and up-to-date knowledge of statutory guidance. They understand and are alert to the contextual safeguarding risks to pupils and ensure that staff are vigilant in recognising the signs that a pupil may be at risk of harm. Staff are particularly aware of the potential vulnerability of boarders.
15. A member of the governing body has specific responsibility for safeguarding and monitors the school's practices. Leaders also carry out an annual review of safeguarding. These arrangements help the governors ensure that the school's safeguarding policies are being implemented effectively.
16. Leaders have established clear systems of communication which enable them to identify issues early and take prompt action in relation to safeguarding. They liaise and work effectively with the local safeguarding partnership and other external agencies. Child protection records are detailed and provide a clear rationale for decisions that leaders have taken. Appropriate precautions are in place to ensure confidentiality.
17. Leaders have put in place clear policies and procedures, in line with statutory guidance, which define the processes for identifying, reporting and responding to safeguarding concerns, including

allegations against staff. Staff understand when to report low-level concerns and the importance of whistleblowing in keeping pupils safe.

18. Leaders have put in place comprehensive training in order to ensure that safeguarding policies are understood and implemented effectively by staff. This includes regular briefings and other updates. As a result, staff understand their responsibilities, are vigilant and feel confident to manage concerns raised by pupils when they arise. Staff are appropriately trained to recognise signs of abuse, mental health issues and radicalisation.
19. Pupils are confident that they have a trusted adult to whom they can speak if they feel unsafe or uncomfortable. This includes an independent person whom boarders can approach. The school educates pupils effectively about personal safety, including risks they might encounter online. Appropriate network filtering and monitoring systems are in place which leaders check for effectiveness in line with statutory guidance.
20. The school has appropriate systems to ensure that any pupils joining or leaving the school at non-standard transition times are reported to the local authority.
21. Leaders are sensitive to the specific needs of boarders, including those from different backgrounds and cultures, and ensure that the boarding environment is inclusive.
22. The school caters effectively for the needs of boarders who have medical conditions or when pupils become unwell. The health and wellbeing centre provides suitable accommodation for the treatment of pupils, overseen by a fully qualified school nurse. Leaders effectively promote boarders' mental health and emotional wellbeing, for example through the provision of counsellors and appropriate curriculum coverage.
23. Leaders adopt robust health and safety practices, which governors monitor carefully. Where necessary, external advice is sought to ensure that procedures are appropriate. Equipment, machinery and premises are subject to regular checks, which are logged. This includes the checking of cladding materials to ensure they are non-combustible and other maintenance checks to ensure the safety of boarders. Maintenance is prompt and effective.
24. Staff who work with boarders receive appropriate induction training. Those involved in supervising boarders, including overnight, are sufficient in number. Staff know the whereabouts of boarders and understand the protocols relating to boarders who are missing. Suitable accommodation, to which boarders do not have access, is provided for residential staff.
25. 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 and 30; NMS 4

26. The school provides suitable toilet and washing facilities for male and female pupils. Suitable changing accommodation and showers are provided for physical education.
27. Sleeping and living accommodation for boarders, which they are able to personalise, is of suitably good quality. It is well furnished, and communal areas provide a comfortable and attractive environment. Risks associated with the boarding houses are appropriately identified and mitigated. Leaders have planned and provided separate appropriate accommodation for potential future male boarders.
28. 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)

29. The school provides parents with information relating to safeguarding by publishing its safeguarding policy on the school's website.
30. 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); NMS 2

31. Governors' monitoring of policies and procedures is robust, transparent and well documented so that systems and procedures promote the welfare of pupils.
32. Leaders have planned effectively and thoughtfully for the proposed admission of male pupils, initially in Years 7 to 9. They have given due consideration to the suitability of the curriculum within the context of co-educational provision, including arrangements to cater for their emotional and pastoral needs and adaptations that will be required for teaching strategies. Leaders have given careful thought to how boys will be integrated effectively into the school.
33. The school is likely to continue to meet the Standards if the material change is implemented.

## School details

<b>School</b>	Godolphin School
<b>Department for Education number</b>	865/6006
<b>Registered charity number</b>	309488
<b>Address</b>	Godolphin School Milford Hill Salisbury Wiltshire SP1 2RA
<b>Phone number</b>	01722 430500
<b>Email address</b>	head@godolphin.org
<b>Website</b>	www.godolphin.org
<b>Proprietor</b>	United Learning
<b>Chair</b>	Sir Jon Coles
<b>Headteacher</b>	Mrs Jenny Price
<b>Age range</b>	3 to 18
<b>Number of pupils</b>	320
<b>Number of boarding pupils</b>	78
<b>Number of children in the early years</b>	1
<b>Date of previous inspection</b>	28 February to 2 March 2023

## Information about the school

34. Godolphin School is a day and boarding school for female pupils located in Salisbury, Wiltshire. The school currently comprises a prep school and a senior school which includes a sixth form. The school has had a change of proprietor since the previous inspection. The new proprietor is United Learning, who delegate specific responsibilities to a local governing body.
35. There are two boarding houses on site which accommodate pupils aged 11 and above.
36. The early years setting comprises one Nursery class.
37. The school has identified 114 pupils as having special educational needs and/or disabilities. Five pupils in the school have an education, health and care plan.
38. The school has identified 28 pupils for whom English is an additional language.
39. The school states that its aims are to instil in its pupils a strong sense of community and to ensure that every pupil will discover their strengths and become confident in their abilities, prepared to embrace the challenges of the future.

## 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, the National Minimum Standards for boarding schools and, where relevant, the Early Years Foundation Stage requirements if the material change is implemented.

## Inspection details

### Inspection dates

24 June 2025

40. Two reporting inspectors visited the school for one day.

41. 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 school site to inspect adaptations made by the school to accommodate male pupils
- discussions with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils and parents
- visits to the boarding houses accompanied by pupils and staff
- observation of lessons, some in conjunction with school leaders.



### **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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