



Independent Schools Inspectorate Report
Lent Term 2019



Brentwood School





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Brentwood School

Full Name of School	Brentwood School
DfE Number	881/6035
Charitable Incorporated Organisation	1153605
Address	Middleton Hall Lane Brentwood Essex CM15 8EE
Telephone Number	01277 243243
Email Address	headmaster@brentwood. essex.sch.uk
Head	Mr Ian Davies
Chair of Governors	Sir Michael Snyder
Age Range	3 to 18
Total Number of Pupils	1635
Gender of Pupils	Mixed (923 boys; 712 girls)
Number of Day Pupils (Total)	1573
Number of Boarders (Total)	62
EYFS	72
Preparatory	339
Senior	911
Sixth Form	313
Inspection dates	5th to 7th Feb 2019



Background Information

About the school

1.1 Brentwood School is a co-educational day and boarding school for pupils aged between three and eighteen years, located in the centre of Brentwood and founded in 1557. It is a charitable incorporated organisation, administered by a governing body.

1.2 The preparatory and senior schools are situated a short distance apart within the school grounds. Boys and girls aged from three to eleven and those in the sixth form are educated in co-educational classes. From the ages of eleven to sixteen, girls and boys are taught in single-sex classes, and take part jointly in all other activities. Boarders are housed in two houses, within and close to the school grounds.

1.3 Since the previous inspection, the former pre-prep and prep schools have amalgamated to form the preparatory school, and a building project has been initiated to allow for its growth.

What the school seeks to do

1.4 The school aims to inspire life-long learning within a nurturing, creative and intellectually dynamic community. It seeks to treat every pupil as an individual and enable them to achieve the best possible academic results as curious, resilient and enterprising learners, ready to lead and to be of service to others.

About the pupils

1.5 The majority of pupils come from the local area, many from within the M25 and a small number from overseas. They are largely from professional families, and a diverse range of cultural backgrounds. Nationally standardised data indicate that the ability of the pupils is above average. The school has identified 154 pupils as having special educational needs and/or disabilities (SEND), of whom 101 receive additional support, with the predominant area of need being dyslexia. No pupil has an education, health and care (EHC) plan or a statement of SEND. English is an additional language (EAL) for 153 pupils. Those in the preparatory school do not require specialist support; 30 are supported in the senior school through a structured programme. Throughout the school pupils who have been identified as being the most able are provided for in the classroom and through the school's enrichment programme.



Regulatory Compliance Inspection

This inspection report follows the ISI schedule, which occupies a period of three continuous days in the School. The previous ISI inspection was in February 2013.

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to

meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the

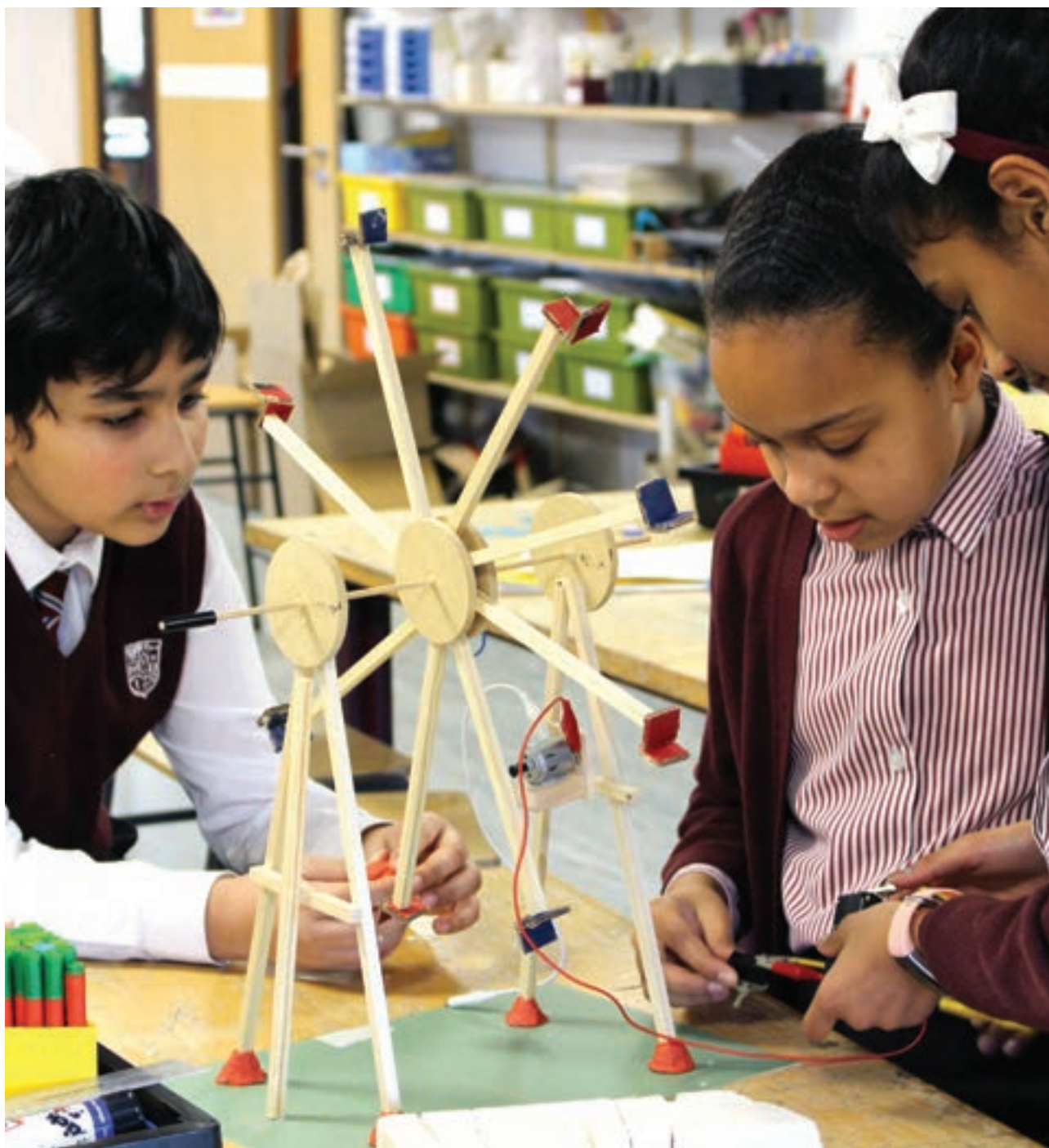
suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the

financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).



Key findings

2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

2.6 The standards relating to the quality of education [paragraphs 1-4] are met.



PART 1 - Quality of education provided

2.2 The junior school uses its own framework to determine attainment, instead of the national framework.

2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. Performance in IGCSE examinations has been higher than worldwide norms.

2.4 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools. Performance in International Baccalaureate examinations has been higher than worldwide norms.

PART 2 - Spiritual, moral, social and cultural development of pupils

2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

2.8 The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.



PART 3 - Welfare, health and safety of pupils

2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

2.11 The standards relating to welfare, health and safety [paragraphs 6-16], the requirement of Schedule 10 of the Equality Act 2010, [and] the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2-4, 6-12, 15 and 16 are met.

PART 4 - Suitability of staff, supply staff, and proprietors

2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17-21] and NMS 14 are met.



PART 5 - Premises of and accommodation at schools

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.15 The standards relating to the premises and accommodation [paragraphs 22-31) and NMS 5 are met.

PART 6 - Provision of information

2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with EHCs or EAL. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.17 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 - Manner in which complaints are handled

2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.19 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 - Quality of leadership in and management of schools

2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.21 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.



Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

School	NC name
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils develop a great depth and breadth of skills, knowledge and understanding, due to the wide choices available to them, and a strong ethos of personal development.
- Pupils of all abilities make excellent progress over time.
- Pupils apply their excellent study skills to great effect in lessons and written work.
- Pupils' excellent attitudes to learning enable them to master extremely challenging tasks.
- Pupils use information and communication technology (ICT) with great facility, accelerating their learning in a multitude of ways.

"Pupils develop a great depth and breadth of skills, knowledge and understanding, due to the wide choices available to them, and a strong ethos of personal development."

3.2 The quality of the pupils' personal development is excellent.

- Pupils' self-understanding is excellent. Resilient and self-aware, they feel exceptionally well prepared for the challenges of life beyond school.
- Pupils show excellent leadership skills, seeking to improve the lives of others within the school community.
- The cultural diversity of the school is highly valued by pupils, who demonstrate exceptional tolerance for all members of their community.
- Pupils demonstrate a mature understanding of how to lead a healthy lifestyle physically, mentally and emotionally.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Ensuring all preparatory school pupils have opportunities to develop their higher order thinking skills.



The quality of pupils' academic and other achievements

3.4 The quality of pupils' academic and other achievements is excellent.

3.5 Pupils demonstrate excellent skills, knowledge and understanding, which they apply to all areas of their learning through the application of their well-established higher order thinking skills. Their approach to learning encompasses independence, collaboration and perseverance in the face of the most challenging of tasks. As they move through the school, pupils develop their individual strengths to levels that are often well beyond their years, due to the exceptional provision of activities and resources, recognition of individuals and highly effective systems of staff development and monitoring, which combine to ensure that the school fulfils its aim of providing an outstanding education.

“Pupils demonstrate excellent skills, knowledge and understanding, which they apply to all areas of their learning through the application of their well-established higher order thinking skills.”

3.6 Children entering the Early Years Foundation Stage (EYFS) make rapid progress from their starting points, with many achieving at levels beyond age-related expectations at the end of Reception. As they engage in well-planned and challenging activities, they develop high level skills and apply their knowledge to solve problems, such as when choosing which materials to use to make a castle. Preparatory school pupils continue to develop excellent skills, knowledge and understanding, supported by exciting topics and high expectations. The evidence available from standardised assessments, lesson observations, interviews and work scrutiny shows that many pupils exceed age related expectations, and some achieve exceptional performance levels. Pupils make good and often excellent progress in response to the identification and addressing of specific needs, including pupils with SEND, EAL and the more able. The application of the new marking policy and improved use of interactive whiteboards, as recommended at the time of the previous inspection, is combined with careful analysis of results to ensure that this is the case.

3.7 Senior school pupils make strong progress, guided by excellent teaching and a highly supportive learning environment. The following analysis uses the national data for the years 2015 to 2017, the most recent three years for which comparative statistics are available. Results at GCSE have been above the national average for maintained schools, and in line with the national average for maintained selective schools and higher than worldwide norms in IGCSE examinations. Results in A level examinations have been above the national average and higher than worldwide norms in International Baccalaureate (IB) examinations. Pupils regularly make excellent progress within lessons, as a result of skilled questioning and feedback from teachers, and in the pre-inspection questionnaire almost all parents and most pupils agreed that teaching enables them to make progress. Boarders make rapid progress, aided by EAL support, careful academic monitoring in the boarding houses and close liaison between academic and boarding staff. They perform in line with or better than their day pupil peers. In the recent past,

boarders have achieved full marks in the IB. Boarders value the dedicated time for completing homework in the evenings. In the questionnaire, almost all parents and the large majority of boarders agreed that the boarding experience has helped their progress.

“Whilst boys and girls are taught separately from the ages of eleven to sixteen, they achieve at similarly high levels, valuing teachers’ efforts to ensure that every group is taught in a manner that is best suited to their needs.”

3.8 Senior school pupils show excellent knowledge and understanding across all subjects, encouraged by the school to seek support and to persevere until they achieve their goals. They are widely read, make complex links between different areas of study and engage in well-informed and lively debate about matters including civil rights and taxation. Close monitoring of individual achievement and progress and collaboration with parents ensures that pupils with SEND or EAL achieve at comparable levels with their peers through the provision of individually tailored support, such as one-to-one speaking sessions in modern languages. The more able are challenged to push the limits of their learning, such as when writing a concerto or participating in language and mathematics Olympiads. Whilst boys and girls are taught separately from the ages of eleven to sixteen, they achieve at similarly high levels, valuing teachers’ efforts to ensure that every group is taught in a manner that is best suited to their needs.

3.9 Pupils’ learning across the school has been accelerated and enhanced by the systematic and judicious use of technology, facilitated by the commitment of leaders and governors to the provision of excellent resources and staff training in this area. Children in the EYFS acquire ICT skills quickly, using tablet computers to take photographs and to engage in challenging learning activities. Older pupils in the preparatory school demonstrate an excellent understanding of ICT when carrying out research, word processing and coding tasks. Senior school pupils are quick to develop new skills in computer lessons, and their excellent coding skills have benefited from the implementation of an advanced curriculum in the senior school. Pupils use ICT as a continuous means of improving their learning, as observed in design technology when pupils designed 3D models and in biology, where a

combination of tablet computer and textbook was used to undertake research and make notes.

3.10 Pupils display excellent study skills, from Year 1 discussing how to prevent an ice cube from melting, to sixth form pupils deconstructing and analysing model answers to IB questions, drawing attention to omissions in the answer and justifying their positions. Preparatory pupils are able to use their skills of reasoning, analysing and hypothesising to identify the relationship between different length elastic bands and pitch, and to identify where different artefacts have come from in the United Kingdom. Older pupils are adept at using a range of sources and evaluating their reliability, such as in English when pupils identified complex links between earlier events and specific language when studying an extract from *Macbeth*. Pupils strive to become their own sources of learning. The school’s focus on growth mindsets and the attributes of an effective learner through the *Brentwood Learner Profile* has contributed significantly to this highly successful outcome. In the questionnaire, most pupils agreed that they are encouraged to think and learn for themselves, although these skills were not consistently evident in younger pupils, as teaching did not always provide opportunities to further their development.

“Pupils are highly confident speakers and thoughtful listeners. Articulate and engaging, they routinely use technical language accurately and well.”

3.11 Pupils have excellent attitudes to their studies. In the questionnaire, a few pupils did not agree that all lessons were interesting. However, those observed by inspectors indicated that pupils were highly engaged in well-paced and challenging lessons. Both day pupils and boarders talk with genuine enthusiasm of their love of learning and of the willingness of staff to provide additional opportunities for them to access subjects outside lessons. Children in the Nursery worked together as a team to create mud pies and leaf soup, taking turns to lead the group. Older pupils are happy to work independently and do so successfully, many of them linking this to the future demands of university. They are equally ready to share ideas and contribute enthusiastically in groups, which they regularly initiate and run themselves. Pupils are highly focused in lessons, where varied activities, regular verbal feedback and praise encourage pupils to aim for the highest standards possible.



3.12 Pupils are highly confident speakers and thoughtful listeners. Articulate and engaging, they routinely use technical language accurately and well. Children in the EYFS talk with confidence, listen attentively to each other and practise their mark-making skills with care. Preparatory pupils develop their communication skills through countless opportunities to collaborate in small and large groups. Their advanced skills were seen in lessons, such as when exploring homophones and developing tension in their writing. Older pupils gave excellent verbal explanations of the complicated scientific concepts of greenhouse gases and the carbon cycle, and they write convincing arguments on subjects including morality, poetry and Stalin. More able pupils produce substantial written pieces of work, using feedback effectively to improve the accuracy and quality of their language.

3.13 Pupils are highly numerate and enjoy their mathematics lessons. They apply their excellent numerical skills widely, beginning in the EYFS, where children used their knowledge of shape to create Chinese dragons. Pupils in the preparatory school openly profess to loving mathematics. They demonstrated excellent understanding of topics such as reflection and fractions, and used their skills and knowledge of capacity to measure lung capacity in science. Older pupils display confidence and dexterity in mathematics lessons, allowing them to make good progress in complex science topics, such as when calculating relative molecular percentage. They use statistics with ease in business studies coursework, show an excellent facility with graphs and percentages in economics, and confidently work

out complex time signatures and changes in tempo from a music score.

3.14 Pupils engage and excel in an exceptional range of extra-curricular activities, pursuing their personal strengths and passions in supportive and challenging environments, benefiting from considerable investment of time and resources by staff, leaders and governors. Pupils participate at national level in a range of sports, whilst the school's 'sport for all' philosophy ensures that all can be involved in team events. Pupils have gained excellent results in external dance competitions and music examinations, and have succeeded at a national level in activities as diverse as the Combined Cadet Force (CCF) and a competition to design robots. On leaving the school, pupils have secured places at music and dance institutions, as well as at universities, some with highly competitive entry requirements. A number of preparatory pupils have gained scholarships to the senior school in recent years.

“Pupils engage and excel in an exceptional range of extra-curricular activities, pursuing their personal strengths and passions in supportive and challenging environments, benefiting from considerable investment of time and resources by staff, leaders and governors.”

The quality of pupils' personal development

3.15 The quality of the pupils' personal development is excellent.

3.16 Pupils throughout the school develop self-knowledge, self-esteem and resilience to an excellent level. The school's successful fulfilment of its aim to treat every pupil as an individual is evident in the pupils' high levels of maturity and self-awareness, and is enabled by the strong emphasis placed by leaders and governors on the well-being of pupils when considering the development of the school. From the youngest age, pupils display confidence and resilience, enjoying opportunities to take risks in forest school sessions. Older pupils joining the school as day pupils or boarders with low self-esteem grow in confidence by finding their niche in the wide range of activities, as well as through close communication between staff regarding their needs. Year 11 pupils are keen to talk to those in the sixth form before moving into this demanding section of the school, a process that is facilitated by the house system, and the self-esteem of pupils throughout the school is nurtured by tutors and teachers in small classes. Pupils with SEND or EAL display great self-confidence in classroom discussions and lessons, supported by an appropriate teaching, and the learning development department. Sixth form pupils are highly aware of the demands that lie ahead when they leave the school. They feel exceptionally well prepared through relevant careers advice and preparation for further education applications, through their experiences in activities including the CCF and by their leadership roles. Boarders show exceptional maturity and emotional literacy, including those with EAL. They offer reassurance to each other and demonstrate bonds across age, gender and nationality. Most boarders agreed in the questionnaire that boarding helps them to become more confident and independent.

3.17 Pupils undertake leadership responsibilities with maturity and efficiency at many levels throughout the school. These roles, including substantial leadership positions in school societies, enable them to contribute meaningfully to the school through the sharing of their wisdom, knowledge and understanding with younger pupils, and through the organisation of assemblies, events, clubs and activities. Children in the EYFS spontaneously



take on leadership roles in their activities, and Year 5 and Year 6 pupils take on responsibilities including helping younger pupils and organising assemblies and events. Many senior school pupils are involved in community service through the Duke of Edinburgh's Award (DofE) scheme and the school's Community Service Unit. This includes working in local schools and retirement homes, as well as raising funds for local and national charities. Sixth form pupils play an active role in supporting younger members of the school, leading a range of activities and contributing positively to the ethos of the school as peer mentors. Heads and deputies of boarding houses have prefect responsibilities, and talk with deep understanding of the importance of serving the boarding community. Other boarders talk with affection and appreciation for these pupils, describing them as kind, supportive and selfless.

"Pupils throughout the school develop self-knowledge, self-esteem and resilience to an excellent level."

“Pupils have excellent cultural awareness and a positive respect for the diversity of the school community.”

3.18 Pupils have excellent cultural awareness and a positive respect for the diversity of the school community. In questionnaire responses, most pupils and almost all parents and staff agreed that the school promotes respect and tolerance for others. Younger pupils’ natural tolerance for all members of their community is fostered in assemblies and lessons, such as religious education and modern foreign languages. As pupils grow older, their mature acceptance of others is nurtured by chapel services, external visits and exchanges, and activities including the Model United Nations. Sixth form pupils are highly tolerant of all cultures and diversities, illustrated by an active society for minority genders, as well as encouragement for SEND and EAL students to play a role in supporting young pupils with similar needs. Boarders identify many benefits of living in a multicultural environment and learning how to live alongside people with different views and experiences. They enjoy having made friends from around the world, whilst day pupils appreciate the differing perspectives that those from other countries can bring to their discussions, and the opportunity to celebrate different festivals with their friends.

3.19 Pupils have an excellent understanding of how to stay safe and keep healthy through a balanced lifestyle. The school’s well-being

programme ensures that pupils have a secure understanding of the importance of physical exercise, a healthy diet and how to stay safe online. Children in the EYFS understand the importance of washing their hands before eating, and preparatory pupils are aware of the importance of their emotional health, appreciating the sessions in mindfulness and yoga that help them to maintain this, as well as the ‘time to talk’ club. Older pupils understand the importance of a healthy and balanced lifestyle in maintaining good mental health. They can identify the pressures that they are under, addressing these with the support of staff and peers. Pupils display a strong sense of well-being, and this is actively promoted by pastoral leaders, who work closely with the learning development department and external professionals, identifying and monitoring individual needs and implementing early intervention strategies when concerns arise. Pupils of all ages appreciate the support of their teachers in extending deadlines if they are struggling to complete work. Sixth form girls and boys know how to keep fit and healthy and demonstrate high levels of participation in sport. Boarders are aware of the dangers posed by online platforms, and pupils in all sections of the school know how to stay safe online, having been well informed through the well-being programme.

3.20 Pupils have an excellent understanding of the impact of their decision making, and in the questionnaires, almost all staff agreed that pupils develop good decision-making skills. Pupils of all ages understand the impact on others when they make mistakes or break school rules, and





accept personal responsibility for their decisions. They have a highly developed understanding of the long-term impact of academic choices and how they use their time. They make considered choices about their activities whilst managing their academic studies, aided by systems which encourage reflection and evaluation. Most pupils make sensible choices at lunch, choosing healthy foods, and children in the EYFS can identify those that are good for them. Day pupils and boarders show careful consideration in their decisions about future courses of study. They evaluate the merits of IB and A level qualifications with mature understanding of the levels of commitment necessary for further study, and of the opportunities that particular qualifications will allow them. They consider a wide range of options, including apprenticeships and universities in the UK and overseas.

3.21 Pupils demonstrate a mature spiritual understanding and appreciation of non-material aspects of life. Younger pupils appreciate that kindness, care and love are of equal or higher importance to their work. They value the non-material aspects of the world around them, such as spending time outside in the forest and seeing chicks hatch. They demonstrate an understanding of the impact of disappointment and can empathise with others. Older pupils value their education and the opportunities offered to them by the school. They show respect for the spiritual teaching of the school through chapel services and assemblies, and say that whilst academic qualifications are important, their personal qualities, including kindness and

honesty, are more valuable. Pupils appreciate opportunities to reflect in art lessons, and the family atmosphere they find in the wide range of activities, which allows them to collaborate with pupils of different ages and genders.

“Pupils demonstrate a mature spiritual understanding and appreciation of non-material aspects of life.”

3.22 Pupils’ ability to distinguish right from wrong and accept responsibility for their own behaviour is excellent. The school’s philosophy not simply to sanction but to expect pupils to reflect on their actions and their impact, is instrumental in helping pupils to understand that there are consequences to misdemeanours, and they appreciate the opportunity to reflect on their own errors of judgement. Pupils across the school say that the sanctions system is administered fairly. Sixth formers respect the school rules and appreciate that they are there for their own safety. When things go wrong, they accept responsibility and learn from the process. Pupils behave well around the school, showing an instinctive awareness of the school’s high expectations of their behaviour, and in questionnaires, almost all staff agreed that pupils display positive behaviour and attitudes towards others.

3.23 Pupils have an excellent level of social awareness and are able to work together to achieve common goals, such as when organising charity events in houses. Pupils in

the preparatory school enjoy opportunities to work with pupils of different ages in sport, drama and fundraising activities outside the classroom. Senior pupils relish the opportunity to work together in mixed age groups to devise dramatic productions, and undertake challenges in the CCF and DofE programmes. Sixth formers run committees that come up with solutions rather than simply presenting staff with a list of issues. Boarders work highly effectively as a broad and diverse group, making positive contributions to their houses including improved recycling efforts, to the school including the organisation of cultural events, and to the wider community through boarding specific charity endeavours.



Inspection evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses

and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Mrs Karen Williams	Reporting Inspector
Mrs Linda Smallwood	Additional reporting inspector
Mr Fergus Wilson	Compliance team inspector (Vice principal, ISA school)
Dr Eric Boston	Team inspector (Head of academic liaison, ISA school)
Mr Jonathan Carroll	Team inspector (Head, IAPS school)
Mrs Caroline Jordan	Team inspector (Head, GSA school)
Mr Nigel Lashbrook	Team inspector (Head, HMC school)
Miss Katy Morgan	Team inspector (Head of pre-prep, IAPS school)
Mr Henry Rickman	Team inspector (Deputy head, GSA school)
Mr Michael Brewer	Team inspector for boarding (Head, SofH school)







Brentwood School

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