



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

BROCKWOOD PARK SCHOOL AND INWOODS SMALL SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Brockwood Park School and Inwoods Small School

Full Name of School	Brockwood Park School
DfE Number	850/6069
Registered Charity Number	312865
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Co-Principals of Brockwood Park School	Mr Antonio Autor, Dr Gopal Krishnamurthy
Head of Inwoods Small School	Ms Mary-Ann Ridgway
Chair of Governors	Mr Derek Hook
Age Range	4 to 19
Total Number of Pupils	90
Gender of Pupils	Boys and Girls (44 boys; 46 girls)
Numbers by Age	4-5 (EYFS): 2 5-12: 30 14-19: 58
Number of Day Pupils	Total: 32
Number of Boarders	Total: 58 Full: 58 Weekly: 0
EYFS Gender	Boys and Girls
Inspection Dates	15 Mar 2016 to 18 Mar 2016

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

This is the school's first inspection by ISI. Its boarding provision was last inspected by Ofsted in June 2014 and it was inspected in full by Ofsted in March 2012.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is**

'exceptional' that term may be used for the top grade. Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with two governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Gwen Caddock	Reporting Inspector
Mrs Lisbeth Green	Team Inspector (Former Head, ISA school)
Mr Alexander McCullough	Team Inspector (Head, ISA school)
Mr Richard Gibbs	Co-ordinating Inspector for Boarding
Mrs Jane Morgan	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Inwoods Small School is a co-educational day school educating pupils aged from 4 to 12 years. Brockwood Park School is a co-educational boarding school for pupils aged from 14 to 19 years. The schools work side by side on the site at Brockwood Park. The governance of both the schools is the responsibility of the Krishnamurti Foundation Trust Ltd, a charitable company with six trustees. The Krishnamurti Foundation bought the site in 1969 and established Brockwood Park School as an international school inspired by the teachings of the educational philosopher J Krishnamurti. The schools developed within the park surrounding the original manor house, with a range of specific school buildings. The most recent of these, called The Pavilions, provides boarding accommodation and was opened in 2013. The aims of the schools are set out in a document called The Intentions. They include educating the whole human being, exploring freedom, responsibility and selflessness, and enabling pupils to discover their talents, with an aim of achieving academic excellence. There is an emphasis on pupils learning to be healthy, to appreciate the natural world and to value a sense of order and silence.
- 1.2 Inwoods Small School opened in 1998 to educate the children of staff at Brockwood Park School, and now thirty-two pupils, including two in the Early Years Foundation Stage (EYFS), attend the school. The school is exempt from the statutory learning and development requirements for children in the EYFS and follows its own curriculum. The pupils are taught in mixed-age classes, with no separate early years group. The school has specific arrangements with some parents who wish to supplement their children's education with an element of home schooling, including provision on one day a week for pupils who are educated at home. A majority of pupils are home schooled for part of their education at some time while they attend Inwoods Small School. Brockwood Park School has 58 pupils, who are all full boarders. Pupils attend the school for between one and four years.
- 1.3 The ability profile of pupils is considered to be in line with the national average, with a wide range of abilities represented. Pupils at Inwoods Small School live locally and come from a range of backgrounds typical of the area, including business and professional families. Pupils come to Brockwood Park School from many parts of the world, and from a wide range of cultural and ethnic backgrounds. Five pupils across the age range have been identified as having special educational needs and/or disabilities (SEND) and two of these pupils currently receive specialised support. Nine pupils at Inwoods Small School have English as an additional language (EAL). All are fluent users of the language and do not need any additional support. Twenty-seven pupils at Brockwood Park School have EAL and all receive support for their English.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' academic and other achievements is good, supported by the good curriculum and teaching. At Inwoods Small School children in the EYFS enjoy their learning and achieve well. Older pupils develop good basic skills. They are articulate and motivated in their independent thinking and work. As yet, few opportunities exist for pupils to use information and communication technology (ICT) or to learn about cyber-safety. Computers have recently been acquired and plans for their use are being prepared. Strong relationships between the teachers and their pupils in the small mixed-age classes ensure that teachers know their pupils well and plan effectively for their learning. At Brockwood Park School, pupils who join are quickly integrated, learning English as necessary, and they achieve well. Excellent outcomes in their personal project studies show pupils to be independent and self-motivated learners. Results at International GCSE (IGSCE), AS and A2 level are in line with national standards. The curriculum is carefully developed to allow for the pupils' individual needs and preferences. Teachers have high levels of subject knowledge and expertise, and are committed to their pupils' progress and well-being.
- 2.2 In both schools, the pupils' personal development is excellent. Excellent pastoral care supports pupils of all ages. Small class sizes, individual contact with tutors and excellent communications ensure that pupils feel cared for, and they express great appreciation. Parents too are highly positive and feel that their children are well cared for and safe. Thorough safeguarding policies and procedures, along with comprehensive policies for health and safety and for management of the risk of fire, are well implemented. Appropriate staff training has been undertaken in all areas to ensure the welfare of the pupils. Outcomes for boarders are excellent. At the time of the inspection, some aspects of the leadership and management of boarding were in the process of reorganisation. As yet, regular reviews resulting in the identification of staff training needs are not in place.
- 2.3 Governance is excellent. Careful reviews and planning have been used effectively to improve work in many areas of the school, in particular health and safety. The trustees ensure that they have effective oversight of the schools, informed by their regular school visits. The leadership and management of the schools are good. Work by the team of staff at Inwoods Small School ensures that planning and assessment are effective. The leadership and management team of Brockwood Park School has initiatives underway to develop the curriculum whilst maintaining the original philosophy of the school. As a result, in both schools, pupils are independent learners with highly positive attitudes to learning.

2.(b) Action points**(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. At Inwoods Small School, develop and implement the plans to teach pupils about the use of ICT and cyber-safety.
 2. For both schools, build on the newly formed links with educational organisations to provide outside training opportunities to staff.
 3. In the EYFS develop planning to ensure that opportunities for children to practise and extend their basic skills are fully exploited.
 4. In boarding, ensure that staff working with boarders receive regular reviews of their boarding practice, to identify areas for future training.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Pupils are well educated in line with the schools' aims to educate the whole human being and to enable pupils to discover their talents, with an aim of achieving academic excellence.

Inwoods Small School

- 3.3 Children in the EYFS enjoy their learning and benefit from the wide range of activities available to them. These are planned to develop skills in an environment that promotes creativity and exploration and allows children to learn at their own pace. Children are well motivated and show considerable maturity in their ability to concentrate and to work independently on their chosen tasks, but opportunities to consolidate and extend their basic skills are not always fully exploited. By the end of Reception children have reached many of the expected levels of development for their age group, with additional support from the class teacher and specialist help for those with SEND when necessary. Children are active learners who are keen to share their knowledge and discuss their work. They confidently make their own decisions about the activities they want to do, and quickly and efficiently select the resources they need. They skilfully use a range of tools such as pencils, paintbrushes and scissors.
- 3.4 From Year 1, pupils develop good levels of competence in speaking, listening, writing, numeracy and creativity. They benefit from opportunities to engage in self-selected activities and explore the world around them. They develop a spirit of enquiry and show good powers of concentration and well-developed problem-solving skills when completing their chosen tasks. Pupils learn to use their number skills in many areas of their school work. Both formal and informal opportunities for physical activity ensure the pupils' good physical development. Pupils enjoy their music and movement classes and playing in the outdoor activity areas that surround the classrooms. Pupils are enthusiastic and engaged, and work with a great deal of independence.
- 3.5 Pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence seen in work scrutiny, in lessons and in pupils' work brought to discussions with inspectors, it is judged to be good in relation to national age-related expectations.
- 3.6 Pupils of all abilities make progress that is judged from the evidence to be good. The very small class sizes mean that pupils with SEND have considerable support, including specialist help when needed, which ensures that they achieve their potential. A small minority of parents of pupils in the older age group indicated in their responses to the questionnaire that they did not feel the school provides sufficient challenge for more able pupils. From the evidence of the work scrutiny and discussion with pupils it was clear that the development of independent study skills ensures that able pupils are challenged appropriately. The pupils' good attainment and progress enable them to transfer successfully to both maintained and independent senior schools.

Brockwood Park School

- 3.7 Pupils join Brockwood Park School at various ages and from many different backgrounds. They are rapidly integrated into the school and quickly develop good literacy and numeracy skills. Older pupils can argue logically and coherently, manipulate numerical data and explain scientific concepts well. They use ICT competently to support their learning. Pupils acquire well-developed communication skills, writing fluent essays and producing presentations of their work, as well as making articulate contributions to debates and discussions. Strong creativity is evident in excellent artwork, graphic design, music and drama. Pupils enjoy individual sports and fitness activities. Pupils' creative flair is reflected in significant national and international recognition, for example through being long-listed in the finals of a national poetry competition, contributing to an exhibition of A-level art in London or receiving a million views of an online video clip recorded with a classical guitarist. Pupils staged a specially commissioned piece of drama for a Winchester education conference and have formed a highly competent ballroom dancing group. They are successful in winning places at a wide range of universities and colleges in the UK and across the world.
- 3.8 The school develops personalised academic programmes and, when appropriate, enters pupils for International GCSE (IGCSE) mathematics, AS- and A-level examinations. In the following analysis, the school's results are compared with national data for the period 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results at IGCSE have been similar to worldwide norms. The results show notable variance between years, being below worldwide norms in 2013 but above them in 2014. Results in A-level examinations are in line with the national average. The results in 2012 were in line with the national average but declined to below that average in 2013. There was a notable and marked improvement in results in 2014 where pupils achieved above average results, recording 84% A to C grades at A level and 100% A to C grades in IGCSE mathematics. Results in 2015 at IGCSE, AS and A level were in line with those of the previous year. Fluctuations in performance data are dependent on results of the small numbers of pupils in each cohort.
- 3.9 Pupils make good progress in all aspects of their learning in academic programmes or in the acquisition of skills. Pupils with EAL acquire skills in written and spoken English quickly and are able to access the full curriculum. Pupils with SEND and the more able make excellent progress to achieve appropriate grades in AS-, A-level and IGCSE examinations.
- 3.10 Pupils display keen interest in their work and positive attitudes to their learning. They listen carefully and are well motivated. They work well together and show strong support for each other. They are highly independent and self-motivated learners who develop a keen sense of inquiry and a love of learning for its own sake. The older pupils demonstrate high level research skills in the complex topics chosen for independent projects.

3.(b) The contribution of curricular and extra-curricular provision

3.11 The contribution of curricular and extra-curricular provision is good.

Inwoods Small School

3.12 The educational programmes provide the children in the EYFS with a broad range of stimulating indoor and outdoor learning experiences. These cover many areas of the curriculum appropriate for this age group, including music and movement, art and craft, and nature studies, but do not offer opportunities to explore and develop skills in ICT. The small class size helps to ensure that individual needs are met through appropriate adult intervention and support. Activities provide scope for children to follow their individual interests and promote the development of their creative ideas and critical thinking.

3.13 From Year 1, pupils benefit from their close contact with nature in developing a sense of enquiry and an enthusiasm for learning in small groups. This is achieved through flexible planning to include all the key elements of literacy, numeracy, cross-curricular topic study, science, personal, social, and health education, arts, crafts, music and movement. Plans are in place to bring the recently acquired computers into use for pupils in Years 5 and 6. All pupils are allowed to direct their learning and work at their own pace. Pupils aged six to eight regularly work in the open classroom area using the subject stations, where they freely explore a wide range of subjects that enable them to learn independently. Pupils naturally learn about their environment through their exploration of the grounds of the school, in nature study, observation and play. Choices and freedom offered by the curriculum ensure that it promotes the British values of democracy and free choice. Inwoods Small School offers occasional extra-curricular activities. Residential visits, such as the recent stay at the Eden Project, support the pupils in their learning about nature and ecology.

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3.14 The curriculum offers breadth, balance and inspiration to its pupils. Each pupil has an individual programme of study providing the essential academic elements, together with independent work on inter-disciplinary topics and projects. These personal timetables encourage the pupils to take responsibility for their own learning, excel in their academic studies, explore their freedoms and responsibilities in society and appreciate the natural world in which they live.

3.15 The core curriculum includes exploring Krishnamurti's teachings and Inquiry Time, which consists of group investigation of current issues, for example the use of technological devices and human ecology. All pupils take part in two sessions of sport or recreation each week. Younger pupils study English or EAL, mathematics and human development, with older pupils opting for IGCSE mathematics or AS or A2 subjects. Pupils work with their academic advisors to choose cross-curricular topics to study for a period of 5 or 6 weeks, which conclude with a presentation. Pupils also propose their own projects in an area of personal interest. There is good ICT provision for both academic work in the graphic design studio and for research purposes in various parts of the school, which fully supports independent study. The pupils' future choices are supported by the leavers' support staff, with advice on careers and university applications. Pupils with SEND or EAL are well supported through their personalised programme of study, enabling them to access help and to fulfil their academic potential. More able pupils benefit from the personalised

curriculum, which enables them to study a wide range of subjects and exploit their abilities to the full. The curriculum fully supports British values and non-partisan views, and the school ensures a balanced presentation of opposing views in any discussion of political issues. For example, a recent topic called Buildings and People included the study of British institutions and values in a balanced, exploratory way.

- 3.16 The philosophy of the school places all activities, both academic and those more extra-curricular, as essential elements of the pupil experience. Pupils choose from a wide range of activities and clubs, from creative writing and journalism to Chinese culture and parkour (free running), together with drama, music and dance. A workshop week regularly offers up to 25 different activities and skill pursuits. Pupils all take part in a number of camps and treks. In response to the questionnaire, a very small minority of parents felt that the school does not provide a good range of subjects within the curriculum or sufficient extra-curricular activities. Inspection evidence from the breadth of the curriculum on offer, the activities observed and pupil interviews did not support this view.
- 3.17 The school offers many opportunities to enrich pupils' learning through the links it has established with community groups in the UK and abroad. For example, working parties of staff and pupils support a local wildlife reserve, the drama group has performed street theatre in Winchester and there are regular exchange visits for staff and pupils with sister schools in India.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is good.

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- 3.19 The highly committed team for the EYFS works collaboratively to sensitively support the children's school experiences, with designated staff who have specific responsibility for these children and oversee their individual progress and learning needs. Adults are skilled in posing questions that motivate the children and develop their self-esteem as they progress. Resources are plentiful and encourage investigation and imagination, both indoors and in the richly stimulating outdoor environment. Teachers effectively use observations and ongoing informal assessments to monitor progress and to plan appropriate next steps. Children respond positively to the expectations placed on them and demonstrate enquiring minds alongside joy, wonder and enthusiasm in all they do.
- 3.20 Teachers encourage older pupils to play an active part in pursuing their interests and choosing activities to explore their understanding and help them to learn at their own pace. Teachers plan the curriculum focus each term. Day-to-day teaching is planned with detailed knowledge of each pupil's progress in the small teaching groups. Planning supports pupils individually in directing their own learning, promoting positive attitudes and learning that supports the children's progress. In general, planning ensures that appropriate resources are available which include the good selection of books, learning aids and materials for arts and crafts available in classrooms. However, computer facilities are not yet in operation, so that pupils do not have experience of ICT. From the work scrutiny and discussion with pupils it was evident that marking does not always show them how to improve their work. An online journal, accessible to staff and parents, records pupils' progress within the learning framework set up by the school. Teachers encourage pupils to respect

each other's ideas, to be tolerant and to work collaboratively to support each other in their learning and critical thinking. The small class groups mean that teachers know their pupils very well and are able to provide precisely directed support for those with SEND or EAL and encouragement for the more able. A very small minority of parents expressed concern about the setting of homework. Inspection found that the school policy is that homework is not formally set.

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- 3.21 The most challenging teaching uses skilful, open-ended questioning to stimulate thought, requiring pupils to apply themselves and develop their understanding further. In a mathematics lesson looking at net forces acting on objects, pupils responded enthusiastically to challenging questioning by the teacher and tackled with confidence problems that increased in difficulty.
- 3.22 Much teaching takes place within small groups; teachers know their pupils well and plan effectively for individuals, supporting good learning. Pupils respond well, making the most of these opportunities for discussion and clarification of points of difficulty. In pupil interviews, many commented on the quality and frequency of feedback they receive and how they value the concern and interest that their teachers demonstrate in supporting their learning and upholding the intentions of the school.
- 3.23 Teachers have good subject knowledge and their skills have been developed through recent update training on the skills of questioning and allowing pupils to develop greater understanding of concepts and ideas at their own pace. Individual planning is supported by the weekly meeting of the curriculum group to monitor the progress of all pupils, providing an excellent tracking tool. This information enables teachers to react rapidly to any concerns and support pupils effectively in their programmes of study. Pupils appreciate that academic advisors and personal tutors support their progress through monitoring, discussing and informing future planning. In questionnaire responses, a small minority of pupils felt that teachers do not ensure that they have the right amount of work to do. Inspection evidence from the teaching observed, work scrutiny, discussions with staff and pupil interviews did not support this view.
- 3.24 Mutual respect between pupils and teachers provides a consistently strong sense of purpose for pupils in lessons, ensuring that they are attentive, engaged and enjoy strong bonds of trust with their teachers. This foundation of respect promotes tolerance in the school's multi-cultural community and political issues are discussed in a neutral and non-partisan way. Teaching focuses on the individual learner, providing stimulus and challenge for all. This includes the more able pupils and those with SEND or EAL, all of whom achieve well.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

4.1 The spiritual, moral, social and cultural development of the pupils is excellent.

4.2 In both the schools, core British values are promoted in lessons and pupils' school life. The schools successfully provide friendly, safe and nurturing environments where every pupil feels valued and involved in school life.

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4.3 In the EYFS, the children's personal and social skills are well developed. They listen carefully to their teachers and to each other, spontaneously sharing resources and taking turns. Children co-operate easily, such as when they poured drinks for each other, checking that everyone had what they required. Others worked collaboratively, and with great success, to construct a pond in the outdoor area. The cultural mix within the school ensures that all children develop a broad understanding of others' faiths, customs, festivals and traditions. The annual spring festival, with the theme of celebrating differences, provided many opportunities for children to follow independent lines of enquiry and develop their own interests. Children confidently make their own decisions and choices, which was seen in the classroom when they rapidly engaged in their self-directed learning activities. British values are developed through the school's ethos of sharing, respecting each other and following democratically agreed rules and routines.

4.4 From Year 1, pupils develop an excellent spiritual awareness, for this is an integral part of daily life at the school. Pupils are confident, reflective and have well-developed self-esteem because caring staff give their time freely to support them. Regular sessions of Inquiry Time provide opportunities for all pupils to meet to express their views on issues and listen carefully to others, developing their sense of self-worth.

4.5 The moral development of the pupils is excellent. The school's family ethos encourages the pupils to develop strong relationships through which they care for, share with and support each other. They demonstrate a mature empathy for the needs of others; the pupils who attend occasional sessions are integrated seamlessly. Pupils develop a strong awareness of right and wrong, understanding why rules are necessary within a community, and are willing to work within them. In this way pupils develop an understanding and respect for the civil and criminal law of England.

4.6 Pupils show excellent social awareness; they are engaging and socially adept. Opportunities to exercise responsibility occur throughout the age range; during Morning Circle, pupils are able to express their views knowing that they will be taken into account, often agreeing new rules and routines democratically. They serve the school community by taking turns to wash up after lunch.

4.7 The pupils' cultural development is strong. There is an emphasis on a broad understanding of cultures, faiths, religions, laws and politics, celebrating and respecting differences; this was the focus for a recent exhibition of pupils' work for parents. The school provides a broad range of artistic, cultural and environmental opportunities and challenges. Class topics, assemblies and Inquiry Time help pupils acquire values and skills to enable them to develop responsibility, resilience and

independence, and choose their path in life. In this context the older pupils acquire a broad knowledge of public institutions and services in England. Daily discussion of rules, enquiries into life and responses to conflict create an atmosphere that nurtures pupils' development effectively.

- 4.8 The school's ethos encourages pupils to be free and responsible. They are encouraged to understand the need for empathy and to behave well from conviction rather than because of sanctions or consequences. All these aspects of the education at Inwoods Small School result in pupils having an excellent standard of personal development by the time they leave the school.

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- 4.9 Pupils develop strong self-esteem, gaining confidence through doing or sharing and regular reflection on themselves with their tutors or academic advisors. Morning meetings promote self-awareness; the pupils have an appreciation for non-material aspects of life and are emotionally mature for their age.
- 4.10 All pupil discussions are grounded in ethics. They demonstrate a sense of right and wrong, being constantly engaged in discussions regarding the rules of the establishment, known as The Brockwood Agreements, and understand and respect them. They also have an appreciation for the importance of good conduct and moral values; they respect the code of law of England.
- 4.11 Pupils accept responsibility, contributing to the society of the school by helping with morning jobs that include cleaning duties and helping to set out and clear away at mealtimes. They are encouraged to show their initiative by going beyond a prescriptive set of duties and doing whatever is necessary for the benefit of the community. Through their lives at school pupils develop respect for democracy and participate in the democratic process. Pupils understand their responsibility to both the local and international community. For example, they work as volunteers with staff at a local wildlife reserve, contribute to local drama events and support educational projects in India. Pupils learn about British public institutions and services through studies such as the recent Buildings and People project.
- 4.12 As an international school representing more than 20 different countries, pupils appreciate and respect other faiths, establishing harmonious relations with those from different cultures, explored recently in a Model United Nations debate on climate change and through a very active human ecology group.
- 4.13 By the time they leave school, pupils have an excellent standard of personal development. The pupils leave with maturity and enquiring minds, and relate well to adults in a respectful way.

4.(b) The contribution of arrangements for pastoral care

4.14 The contribution of arrangements for pastoral care is excellent.

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4.15 Positive relationships develop between teachers and pupils and amongst the pupils themselves in the informal, friendly atmosphere of the small classes. Generous staff ratios ensure that the children in the EYFS are extremely well cared for in a warm, friendly, safe and stimulating environment, with the class teacher taking the role of the key person. Children happily play and work with peers across the age groups. Healthy lifestyles are fundamental to the school's ethos and promoted through physical exercise and the provision of nutritious, well-balanced vegetarian meals and snacks. Children understand their hygiene regimes and are independent at managing their own personal needs.

4.16 Older pupils are encouraged to be healthy through regular exercise and by eating well-balanced vegetarian meals and snacks. Staff supervise the pupils washing their hands before eating and cooking, and after gardening and messy activities.

4.17 Pupils and staff value, respect and care for each other and their surroundings, and the school provides clear guidelines for behaviour which the staff discuss with the pupils, resulting in a positive atmosphere, co-operation and excellent behaviour. The school does not operate a system of rewards although occasional sanctions are imposed. Provision to guard against cyber-bullying is not yet in place at Inwoods Small School. Pupils' views are taken into consideration regularly through the Morning Circle and Inquiry Time.

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4.18 The clear school ethos promotes generosity of spirit, a co-operative atmosphere and strong, shared values. The relationships between teachers, tutors and pupils are excellent. At all levels staff are supportive of pupils' needs and ambitions, and nurture and encourage them in their personal goals. Pupils are very appreciative of the time and help given by staff, speaking of them with respect and warmth.

4.19 The pastoral co-ordinators effectively oversee the tutor system and keep open regular avenues of communication between tutors, tutees and parents to ensure that the pupils' pastoral needs are met. This is done formally through regular staff meetings and one-to-one meetings for pupils and tutors which provide successful individual support.

4.20 Pupils are encouraged to be healthy through the nutritious vegetarian menus provided and regular exercise.

4.21 The school has an effective policy for pastoral care and is successful in promoting good behaviour and guarding against harassment and bullying, including cyber-bullying. It deals constructively with any unacceptable behaviour, mainly through its strong ethos of respect for others. In questionnaire responses, parents and pupils indicated that the school deals very effectively with any bullying that occurs, and in discussions pupils said that bullying is not a concern. In this small community, staff identify issues early and meet with tutees to resolve situations quickly and satisfactorily; sometimes peers meet to discuss and resolve conflicts amongst themselves.

4.22 In questionnaire responses, a very small minority of pupils said that the school does not ask for or respond to their opinions. The school uses a range of methods to seek the views of pupils. Daily and weekly meetings of pupils and staff take place at which pupils are asked to voice their views and these contribute to the school decision-making processes. Pupils meet independently to discuss school matters and the 'core group' of six pupil volunteers raises concerns with staff. Pupils also have the opportunity to meet with the trustees once a term to put forward their views and ideas about the school and these contribute to the trustees' decision-making process. There is a strong sense of community and responsibility, and the generous staff-to-pupil ratio contributes to the high levels of pastoral care.

4.23 The schools have a suitable plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

4.24 The contribution of arrangements for welfare, health and safety is good.

4.25 Policies and procedures for safeguarding, welfare, health and safety are common to both schools. In the EYFS, a high priority is placed on promoting the welfare, health and safety of the children and robust systems are in place to ensure that stringent procedures are consistently followed. Supervision of the children is vigilant and risks are carefully assessed and managed. Children understand the need to follow safety rules and routines, and they listen carefully to instructions and obey them when moving around the site. Prompt and regular attendance is promoted.

4.26 Safeguarding arrangements, policy and procedures have regard to official guidance and include appropriate strategies and training for all staff to implement the government's Prevent initiative to counter extremism and radicalisation. Useful links have been made with local safeguarding agencies. All staff have undertaken training at the required levels and frequencies, including full safeguarding training as part of the induction for new staff. Staff understand the procedures and know how to implement them when needed. A programme of training has been initiated to ensure that older pupils know the key strategies to follow to ensure their e-safety.

4.27 The health and safety policy sets out the framework of procedures to ensure the safety of pupils. A regime of stringent and regular checks and servicing has recently been introduced. Policies and procedures are in place to reduce the risks from fire and other hazards. Staff have been appropriately trained, and required checks, servicing and maintenance are undertaken regularly and clearly recorded. A full risk assessment policy has been developed and good practice follows the protocols set out, supported by both the school's leadership and management team and the trustees.

4.28 Suitable arrangements are in place for the care of pupils who are injured or unwell. An appropriate number of staff are trained as first aiders, including three with paediatric first-aid qualifications. Careful records are kept and parents are informed in good time of accidents and medicines administered.

4.29 The admissions and attendance registers are properly maintained and stored for three years.

4.(d) The quality of boarding

- 4.30 The quality of boarding is excellent.
- 4.31 Brockwood Park School, where all pupils are boarders, meets its published aims, which include exploring what freedom and responsibility are, experiencing the possibility of being free from self-centred action and inner conflict, discovering one's own talent and what 'right livelihood' means, and finding the clarity that may come from having a sense of order and valuing silence. In response to the questionnaire, parents were highly supportive of all aspects of boarding.
- 4.32 The outcomes for boarders are excellent. Pupils from a wide variety of backgrounds are integrated into the school and individuality is respected. Relationships are excellent across the community and new boarders feel immediately welcome. Boarders who met with inspectors and who acted as guides showed great confidence and courtesy. There is a range of appropriate adults to turn to over personal issues, from mature students to residential staff, and including an independent listener who is known to pupils. Through whole-school and boarder meetings, as well as informal discussion, boarders have formal and informal opportunities to voice their opinions, and their views are respected. Boarders are articulate, polite and sociable, and appreciate the ethos of the school. Discipline is based on an agreement of principles, and sanctions are very rarely necessary. Boarders report that they feel comfortable in their accommodation.
- 4.33 The quality of boarding provision and care is excellent. Prospective boarders join the school for a week before admission and on arrival the induction process is thorough. The use of 'buddies' through the community as a whole makes newcomers most welcome. Boarders with SEND are supported appropriately and those with EAL receive specialist tuition. The promotion of boarders' health is effective and arrangements for medical care through the infirmary staff are good. Appropriate provision for appointments with a local doctors' surgery or care at a nearby hospital is available if required. Boarders report that they are well looked after if they feel unwell or are injured. The infirmary may be used to accommodate boarders should the need for isolation arise, although most boarders stay under supervision in their single en-suite rooms if they are unwell.
- 4.34 Accommodation is generally spacious and comfortable, though its age and quality vary. For those boarders whose rooms do not have en-suite facilities there are sufficient toilets and showers. Drinking water is readily available throughout the school. The catering department provides high quality vegetarian meals for all, including those on special diets, and attention is paid to boarders who may suffer from allergies. In discussion groups boarders confirmed that the food is good though some thought that there is a lack of variety, especially in the evenings. Menus and meals available during the inspection included a suitable range of vegetarian options. Boarders like the arrangements whereby they wash their own clothes, and efficient centralised provision is made for laundering bedding. A very small minority of pupils indicated in response to the questionnaire that they do not find it easy to contact their friends and families. Mobile telephone signals are poor in some areas and the school internet access is filtered and time limited, but within these limitations boarders are able to contact their families and friends. Boarders may sign out during their weekends and travel to London, for example, with parental permission. A weekly school shop stocks essential supplies for those who prefer not to leave the site. Boarders have sufficient free time and benefit from a number of clubs or activities on offer both within the school day and in the evenings, such as

dance and yoga. They keep fit using the fitness gym or playing basketball, or by swimming, off site. At weekends trips are organised to places of interest such as art galleries or theatres in London, as well as cycle rides, or treks to Old Winchester Hill. Visitors are signed into school and access to the boarding accommodation is appropriately restricted. There are suitable complaints procedures for pupils and parents. Appropriate health and safety policies and procedures are effectively implemented. Parents receive regular communications from the school on matters pertaining to their children.

- 4.35 The arrangements for welfare and safeguarding are excellent. The school complies with regulations and guidance in respect to safeguarding and recruitment checks for boarding staff. Emergency fire drills are practised at least once a term in boarding time and risk assessments are thorough. An anti-bullying policy is carefully implemented, although in interviews pupils felt that bullying is not a concern and all boarders who responded to the questionnaire stated that they enjoy boarding. Behaviour is excellent. Boarding staff and adults associated with boarding, including mature students and maintenance and catering staff, are up to date in safeguarding training and know who to contact should they have concerns. The missing person policy is known to staff. The whereabouts of boarders are efficiently monitored through room checks in the morning and evening, roll calls in assemblies and a book for signing in and out. There are no prefects, but all boarders, and staff, take turns to do morning jobs, such as cleaning all the communal areas and washing up after meals. Residential members of staff take responsibility for boarders in boarding time, and there is always at least one adult on call at night in each area of the accommodation. The school does not appoint guardians nor does it use lodgings. In discussion groups, all boarders stated that they feel safe in their boarding houses and that their possessions are secure.
- 4.36 The effectiveness of the leadership and management of the boarding provision is good. Boarding documentation and policies are up to date, and these and the National Minimum Standards for Boarding Schools are familiar to staff. There are clear job descriptions for boarding staff, and a suitable induction process for new members of duty staff. However, at the time of the inspection, there was no regular cycle of continual professional development for boarding staff which included a review of their boarding practice, with negotiated targets or discussion of appropriate training courses. Boarders' records relating to medical concerns are appropriately shared with staff. However, although pastoral concerns are discussed informally or at staff meetings, full written records are not maintained, as identified at the previous Ofsted inspection. Owing to recent changes in staff and positions of responsibility, a comprehensive audit of the aims and priorities for boarding is in process to strengthen boarding practice.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The trustees have highly effective oversight of all areas of the schools. The trustees gain much first-hand information about the working of the schools through a routine of meetings and interviews, including individual and group meetings with senior staff, the whole teaching body and the pupils, which take place when the trustees stay at the school for their termly meetings. During these stays the trustees discuss and experience the work of the schools and exercise informed oversight of areas such as educational standards, accommodation, resources and staffing requirements. Meetings take place between the liaison trustees for safeguarding and relevant staff to review the effectiveness of safeguarding policy and practice. The trustees are kept fully informed about relevant EYFS issues.
- 5.3 Reflection by the trustees following the previous Ofsted inspection, backed by the first-hand information gathered, has led to planned developments. These have included a comprehensive review that took place in 2015 which resulted in new staff appointments in key areas of the school and a raising of expectations and standards in many areas, including health and safety and fire procedures. The trustees also identified the need to consolidate links being made with other educational organisations. Through the appointment of staff with specific responsibilities for statutory requirements, the trustees have shown their awareness of the importance of compliance and their vision for high standards, all to ensure the well-being and development of pupils, in line with the intentions of the school.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.5 In both schools the leadership ensures that all staff are fully trained in safeguarding and welfare, health and safety, and that the staff fulfil their responsibilities to implement policies and safeguard the pupils. All the required procedures are in place to ensure the safe recruitment of staff, with appropriate checks which are properly recorded in the single central register of appointments.

Inwoods Small School

- 5.6 The managers of the EYFS setting have created a welcoming, safe environment, ensuring that all statutory responsibilities are met, including those for safeguarding, appreciating diversity, and actively promoting both equality and British values. They effectively oversee and monitor the learning programmes of the children in the EYFS. Staff receive training in areas of regulatory compliance and are aware of changes in legislation. Professional development is encouraged through the sharing of good practice and attendance at conferences and courses. Regular meetings and collaborative working practices ensure that staff are well supported and have many opportunities to contribute to the continuous improvement and development of the school. However, the school development plan does not make any specific reference to the provision for the EYFS. Working with parents, liaison with the local authority takes place when needed to enhance the support for children with SEND.
- 5.7 The leadership and management of Inwoods Small School are effective in fulfilling the mission statement of the school to nurture all pupils' individuality and creativity, to encourage questioning and to keep alive their enthusiasm for academic as well as non-academic activities. The ethos of the school is such that pupils learn from experience and through making free choices. All staff promote this ethos, which results in pupils' excellent standard of personal development and great enjoyment in their personal learning.

Brockwood Park School

- 5.8 Leadership and management are effective in fulfilling the aims of the school, with the result that pupils greatly value their freedom and the choices available to them to explore examination courses and to work on personal projects in a highly supportive environment. The leadership and their senior team have well-defined areas of responsibility and are successful in discharging their responsibilities for policy implementation and safeguarding pupils. They work in consultation with both the staff and pupils to manage change in a positive way, whilst maintaining the long-standing philosophy of the school and ensuring the realisation of The Intentions. Staff are dedicated and enthusiastic about the ethos and work of the school. They are fully engaged in the development of the school and are well trained for their roles in safe recruitment, safeguarding, welfare, health and safety.

Inwoods Small School and Brockwood Park School

- 5.9 In response to the questionnaire a very large majority of parents said that the schools are well led and managed, and that their children are well looked after and feel safe at the schools, and were pleased with the progress that their children are making. Comments were particularly positive with respect to the experience enjoyed by boarders at Brockwood Park School. The schools have full procedures for dealing with concerns and complaints. In questionnaire responses, a very small minority of parents indicated that their concerns have not been properly dealt with, but records show that the procedures are properly implemented and followed when appropriate.
- 5.10 At both schools, parents are warmly welcomed. From the time their children join Inwoods Small School, parents are fully involved with their educational experiences through close communication with staff and the voluntary work they do to support the community and school life. Brockwood parents receive an annual invitation to stay at the school in order to engage in the life of the school. The parents of current and prospective pupils receive all necessary information. A wide range of information about the work of both schools is available through handbooks, newsletters and the well-maintained websites.
- 5.11 In questionnaire responses, a small minority of parents did not feel that they are given sufficient information about their children's progress. The inspection evidence shows that detailed information is provided to all parents. At Inwoods Small School, parents receive a full progress report near the end of the school year and have constant access to the online journal. Throughout the year teachers meet formally and informally with parents to discuss all areas of individual pupils' development. The reporting system at Brockwood Park School is thorough, and includes twice-yearly written reports with detailed information on the progress made and the strategies required to develop further. Parents are provided with the contact information of staff and are invited to get in touch whenever they have any concerns.

What the school should do to improve is given at the beginning of the report in section 2.