

School inspection report

22 to 24 October 2024

Brockwood Park School

Bramdean

Alresford

Hampshire

SO24 0LQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders focus on outdoor learning, reflection and physical activity. Consequently, pupils have a deep understanding of nature and their own wellbeing. Whether it is in their physical activity or in their academic work, pupils make good progress.
2. The trustees do not ensure that the leaders of the school have sufficient skills and knowledge to actively promote the wellbeing of pupils. Their monitoring of issues related to health and safety and fire safety is not effective. Leaders do not respond appropriately to issues identified in the school's fire risk assessment. Windows on upper floors are not appropriately restricted. The maintenance of the school is not sufficiently thorough to identify and address issues in order to safeguard the wellbeing of pupils.
3. Complaints are managed appropriately. The school provides the appropriate range of information to parents via the school's website. The school has an appropriate accessibility plan in place and fulfils its duties under the Equality Act 2010.
4. Pupils understand the progress that they are making in their education because of the comprehensive and detailed feedback which they receive. Teachers know pupils well. Pupils are encouraged to take responsibility for their learning as they get older. Although the school has developed systems to track pupils' academic progress, leaders do not have a consistent understanding of pupils' starting points.
5. Pupils' social, moral, spiritual and cultural awareness is well developed. This is because of the time and focus which the school places on pupils' personal development in line with the philosophy of its founder. Consequently, pupils have close positive relationships with each other. Pupils and staff are well known to each other, and everyone contributes to the physical, social and spiritual life of the school community as well as routine tasks such as cleaning and growing much of the food they eat. This prepares pupils for their future lives by ensuring that everyone takes a full and active part in their school community. However, there are few opportunities to engage with the local community outside of the schools. Consequently, pupils are less well informed about opportunities to take part in wider society. Pupils are well informed about a suitably wide range of options for their future educational opportunities and careers.
6. All staff are appropriately trained in child protection and are aware of their responsibilities in this area. When issues arise, they are dealt with thoroughly, liaising with parents and external agencies appropriately. Recruitment checks are carried out effectively. Pupils are taught how to stay safe, including whilst they are online. Appropriate arrangements are in place to monitor and filter pupils' use of the internet.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that:

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

so that:

- effective measures related to health and safety and fire safety, and the management of the associated risks are in place.

Recommended next steps

Leaders should:

- strengthen the use of data in tracking pupils' performance in order to inform actions to enhance their progress
- increase the opportunities for pupils to engage with the local community.

Section 1: Leadership and management, and governance

7. The implementation and monitoring of the school's procedures relating to fire, health and safety and the associated risks are not effective. Some windows on upper floors are not restricted appropriately. The school has not responded appropriately to measures identified to manage risks, particularly around effective fire exit signs, in its most recent fire risk assessment.
8. Leaders reflect regularly on the success and development of the school. Detailed self-evaluation ensures that leaders have an accurate view of many of the school's strengths and areas for further development, particularly with regard to pastoral matters. Leaders use this understanding to inform their plans for the school, both in the short and longer term. However, leaders' self-evaluation of the health and safety processes at the school have failed to identify or respond to hazards effectively.
9. The trustees receive regular reports from school leaders and routinely scrutinise and monitor school practice and procedures as part of their quality assurance processes including pastoral procedures and the academic performance of the school. Trustees have a deep understanding of the school's aims. The trustees provide challenge and support to school leaders.
10. Leaders ensure that new members of the school undergo an effective induction process allowing them to settle in quickly and immerse themselves in the community. Boarding routines and practice are well known. This enables new pupils to readily benefit from staff who are well trained in boarding provision.
11. Complaints are managed appropriately within the timeframes stated in the school policy. Boarders are well informed about how to raise any concerns. Trustees and leaders are successful in maintaining effective links with parents so that concerns are addressed. Parents receive reports about pupils' progress and attainment regularly. All other required information is made available to parents, largely through the school's website.
12. The school has an accessibility plan which is reviewed on a three yearly basis and is displayed on the school's website. One of the teaching spaces has recently been upgraded to enable those with visual impairments to facilitate easier viewing of learning materials. The school fulfils its duties under the Equality Act (2010).

The extent to which the school meets Standards relating to leadership and management, and governance

13. Standards are not met consistently with respect to the management of risk. As a result, Standards relating to governance, leadership and management are not met.
- 14. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

15. The school's curriculum focuses on outdoor activity and pupils are given increasing responsibility for their progress over time. Teaching is effective and age appropriate. Teachers engage well with pupils and generate intellectual interest and curiosity through individual and class projects. Consequently, pupils make good progress.
16. The curriculum for pupils up to Year 6 is broad with an enquiry-based approach adopted that is designed to allow pupils to discover their own interests and talents. The pupils fully engage with this approach, especially with the creative and technological aspects of the curriculum. Pupils respond well to class teaching, which is complemented by detailed feedback provided for pupils regarding their personal and class projects.
17. The curriculum for senior-aged pupils is designed to support and promote pupils' interests and initiative. Courses in each subject are well planned and matched to pupils' prior learning. As a result of the many opportunities which pupils have to express themselves, pupils are articulate in lessons and in discussions. Pupils who speak English as an additional language (EAL) receive fulsome support both within and outside of class time. Equally, pupils readily apply their numeracy skills to solve problems. The curriculum is effective in preparing the pupils for their future lives beyond the school. It focuses not only on academic success but also on personal development.
18. Lessons are well planned with detailed schemes of work and targets in place. In English lessons, pupils make progress because of a thorough system for pupils to evaluate their own work through receiving feedback from both peers and their teacher. This information is then used as further guidance for the next piece of work to be completed, giving pupils appropriate support to progress. This individualised approach supports pupils across the school.
19. Progress is measured through regular class assessments and whole school assessment weeks in all subjects every term to inform leaders about the progress which is being made. However, the quality of information about pupils' starting points is variable and data is not used as effectively as it might be to allow leaders to monitor and understand pupils' performance.
20. Teachers demonstrate secure knowledge and understanding of the subject matter being taught. This includes providing activities to both reinforce and develop skills to increase pupils' understanding. There is a focus on learning outdoors at both schools. Consequently, pupils have a deep understanding of nature and wildlife.
21. Pupils have positive relationships with teachers. Teachers encourage pupils to participate fully in lessons and this enables pupils to ask questions and develop their own understanding and self-confidence in doing so. Staff demonstrate in their behaviours on a day-to-day basis, the ethos of the school, which promotes British values. Pupils' behaviour in lessons is positive with pupils acting and responding appropriately.
22. The school has a clear and thorough system for identifying and supporting pupils who have special educational needs and/or disabilities (SEND). Teachers are aware of pupils who have additional needs and support these pupils effectively. Consequently, these pupils make good progress.
23. In the early years, the curriculum is well tracked and recorded. The needs and interests of the children are central to the activities and curriculum. There is a focus on providing outdoor activities

and developing an understanding of nature. Through these activities, the school promotes children's communication and language development. Children's development is closely monitored and tracked. Teachers have a very good understanding of children's needs, abilities and aptitudes and consequently pupils make good progress.

24. Pupils receive detailed written feedback in their classwork, projects and in their reports, which are sent home to parents. There are many opportunities for pupils to self-reflect on their learning at which they are adept. Through this approach, pupils become more informed and responsible for their improvement.
25. Clubs are provided which are aligned with the schools' aims and ethos. These clubs provide boarders with opportunities to develop their creativity, thinking and physical skills.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 26. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

27. The school has an externally produced fire risk assessment for each area of the school. However, the identified actions have not been completed in the required time frame.
28. Boarding accommodation is of an appropriate standard in terms of facilities but is not always appropriately managed and maintained. Rooms are light and bright and access to bathrooms is appropriate. However, not all the windows on upper floors are appropriately restricted. Some, but not all, of these issues were addressed during the inspection. The maintenance of the school premises is not sufficiently systematic to identify and address issues which require attention.
29. Boarders are suitably supervised by trained staff. House staff know the pupils well and ensure there is an appropriate level of support available. The pupils develop close positive relationships with each other in the boarding houses. Boarders can express their views on the running of the houses through the Monday lunchtime school forum meeting.
30. The school is culturally inclusive and presents a varied range of opportunities for pupils. Pupils are made to feel welcome and are assured that they can be themselves. Pupils develop their spiritual understanding through the regular experience of reflective silence each morning.
31. The school places great emphasis and time on ensuring that pupils form positive relations with each other. The inquiry time sessions and Another Time We All Meet (ATWAM) meetings enable pupils to learn and explore important topics such as relationships and sex education. Pupils recently developed their understanding through a session on consent and substance misuse.
32. There is an appropriate programme of activities for primary aged pupils. These clubs are in keeping with the school's ethos, which focuses on pupils' wellbeing and their interaction with the environment around them. At the senior site sport is central to the activities provision and all pupils participate in many sessions each week. As well as developing their skills, the regular and compulsory element of sport contributes to pupils' physical and social development as well as their mental wellbeing.
33. Pupils' behaviour is characteristically mature and responsible. Leaders record and monitor pupils' behaviour meticulously. This allows for patterns of unusual behaviour to be picked up quickly by the pastoral team in the school. The pastoral team works closely with the safeguarding team so that any incidents or patterns can be addressed appropriately.
34. Boarders are provided with a healthy diet. Much of the food is grown organically by the pupils themselves. There is ready access to facilities for snacks outside of mealtimes.
35. Bullying is rare with very few incidents in recent years. This is because the school is successful in enabling pupils to build positive relationships with each other through encouraging many open discussions.
36. Premises are clean and the boarding accommodation provides suitable accommodation for pupils' medical needs. The medical provision is well resourced and there are effective lines of communication between the residential infirmary coordinator, pastoral coordinator and the special

educational needs coordinator (SENCO) to ensure close monitoring of any patterns. Pupils are confident in approaching medical staff if required. Staff are appropriately trained in first aid. First aid is provided effectively, communicated with parents and is in line with the school's ethos. All the staff in the early years are trained in paediatric first aid.

37. The supervision of pupils is effective, enabling pupils to feel safe and secure throughout the school. Pupils know the staff on duty and who is responsible for them at all times. Boarders can communicate readily with family and friends at home.
38. Systems for daily registration are appropriate and meet statutory requirements as does the admission register which is held electronically. All pupils are registered in the morning and afternoon with a follow up system in place to ensure all pupils are accounted for. The school provides information to the local authorities when pupils join and leave at non-standard transition points.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

39. The Standards relating to health and safety, fire and the maintenance of the school premises are not met.
- 40. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

41. Leaders place great focus on how the pupils contribute to their society within school. This prepares pupils for life beyond school by encouraging them to take a full and active part in their community.
42. The weekly inquiry time sessions are an integral part of the curriculum actively promoting pupils' personal development and understanding and exploring universal values, as they are referred to at the school. These sessions encourage pupils to discuss open-ended themes, such as the concept of caring. Pupils, including those who speak EAL, demonstrate an ability to develop sophisticated arguments.
43. Central to the school's ethos is taking responsibility and living as part of a community. Pupils take great pride in being a part of the community and benefit from playing a part in the upkeep of the school from cleaning the bathrooms to being on the washing up rota. All pupils actively participate in morning jobs. Consequently, pupils develop their sense of responsibility and respect. Pupils meet together weekly to reflect on how they are each contributing to the community and discuss areas for improvement.
44. The 'Life After Brockwood' programme gives pupils the opportunity to understand and be guided as to what they wish to explore after school. These sessions encourage pupils to reflect on a variety of options including universities and apprenticeships and provide practical advice for the application process. Teachers provide pupils with information and guidance on future career options. Leavers go on to study at a wide range of institutions throughout the world.
45. Pupils develop their economic and environmental understanding from an early age. For example, primary-aged pupils in a design project explored these aspects through considering how they would have an impact on the design of products. Older pupils are well informed about student finance.
46. Through the many forums which leaders facilitate for pupils to discuss and to listen to each other, pupils experience democracy, the rule of law, individual liberty, mutual respect and tolerance of others for themselves. Although pupils contribute positively and comprehensively within their school community, there are few opportunities to contribute to the local community outside of the school.
47. The nature of the school and the diversity of cultures provides a rich experience for all. Pupils learn from each other about their cultures through floor meetings in the boarding areas, dinner dances, where there is also the opportunity to wear cultural dress, and at mealtimes. Pupils are socially aware and leaders capitalise on opportunities for pupils to learn from one another as part of a diverse community.
48. Pupils participate fully in the clubs and activities available to them. These are often pupil-led, giving pupils the opportunity to develop their leadership skills. These opportunities not only enable them to develop socially and interact with other pupils but also to develop their own leadership skills with the emphasis placed by the school on pupils running activities.
49. Leaders ensure that there is a fair approach to issues which are presented in an age-appropriate fashion whether they are cultural or political allowing pupils to receive a balanced perspective.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

50. All the relevant Standards are met.

Safeguarding

51. Safeguarding procedures are well established and well known. The safeguarding and attendance policies follow current statutory guidance and are implemented effectively.
52. Safeguarding induction and training for staff, including that for the safeguarding leaders, are thorough, regular and in line with local requirements. Leaders keep up to date with changes to legislation. Leaders are alert to the risks of pupils becoming involved in radicalisation and these are appropriately managed. Leaders provide regular safeguarding updates followed by quizzes to review understanding. Staff understand their safeguarding responsibilities and procedures. They know how to escalate concerns when required and have a firm understanding of whistleblowing procedures.
53. Safeguarding leaders' relationship with local children's services is effective. The safeguarding team engage with social services and families appropriately. They implement appropriate procedures in response to any concerns about child-on-child abuse or allegations against adults. Leaders systematically review pupils' guardianship arrangements. When issues do arise, pupils are supported effectively. Safeguarding leaders maintain thorough records of concerns. They record incidents and concerns, analyse trends and respond to emerging patterns. They understand and mitigate the safeguarding risks associated with supervising pupils on the school site effectively. Leaders carefully monitor pupils affected by safeguarding issues to ensure that they receive appropriate support.
54. There are several and frequent forums for pupils to express themselves which are well known to them and the leaders carefully respond to the views of pupils. Leaders ensure that every pupil has a student adviser (SA) with whom they can raise issues and pupils understand that they can equally go to a number of trusted adults around the school. Pupils have a good understanding of the procedures. The availability and the role of the school's independent listener are well known. The physical development and mental health of pupils are given a high priority and effective communication with parents is maintained appropriately.
55. All appropriate safer recruitment checks are made in a timely manner and accurately recorded on a central record. The nominated trustee with responsibility for this area reviews the effectiveness of safeguarding arrangements, including recruitment checks. The trustees review safeguarding practice regularly. They review reports and scrutinise safeguarding arrangements.
56. Pupils are taught how to keep themselves safe, including when online. Robust internet filtering and monitoring procedures are in place and alerts are immediately reviewed by members of the safeguarding team who take action as required.

The extent to which the school meets Standards relating to safeguarding

- 57. All the relevant Standards are met.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that-
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
NMS 9.3	The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school’s governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
NMS 2.2	The school’s leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school’s leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school’s leadership and management and governance actively promote the wellbeing of pupils.
NMS 2.6	Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders’ welfare is safeguarded and promoted.
NMS 2.8	The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.

Section 3: Pupils’ physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
NMS 9.1	The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.
NMS 9.2	The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn.
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
NMS 10.2	The school complies with the Regulatory Reform (Fire Safety) Order 2005 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.
ISSR Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.

School details

School	Brockwood Park School
Department for Education number	850/6069
Registered charity number	312865
Address	Brockwood Park School Bramdean Alresford Hampshire SO24 0LQ
Phone number	01962 771744
Email address	admin@brockwood.org.uk
Website	www.brockwood.org.uk
Proprietor	Krishnamurti Foundation Trust Ltd
Chair	Mrs Wendy Smith
Principal	Mr Thomas Lehmann
Age range	4 to 20
Number of pupils	81
Number of boarding pupils	59
Date of previous inspection	21 to 24 September 2021

Information about the school

58. Brockwood Park School was established in 1969. It is an international co-educational day and boarding school. Children in the early years and pupils up to Year 6 are accommodated in Inwoods Small School, a separate site located close to the senior school, within Brockwood Park. Governance is the responsibility of the Krishnamurti Foundation Trust Limited, a charitable company overseen by a group of five trustees.
59. All pupils in the senior school are boarders. They are accommodated in the main house and in two adjacent buildings. Male and female boarders are accommodated separately.
60. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.
61. English is an additional language for 40 pupils.
62. The school states its aims are to educate pupils according to the philosophy and educational vision of J Krishnamurti. This places an emphasis on self-directed, independent learning where pupils are invited to be responsible for their own learning, actions and contributions, and to mutually participate in the realisation of the school's intentions. The school seeks to educate the whole human being and allow exploration of freedom. It endeavours to engender responsibility and selflessness and enable pupils to discover their talents. The school aims to emphasise the importance of learning to be healthy, to appreciate the natural world and to value a sense of order and silence.

Inspection details

Inspection dates

22 to 24 October 2024

63. A team of four inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and another governor
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net