



ISI Independent
Schools
Inspectorate

Additional Inspection Report

Brockwood Park School

February 2023

School's details

School	Brockwood Park School			
DfE number	850/6069			
Registered charity number	312865			
Address	Brockwood Park School Brockwood Park Bramdean Hampshire SO24 0LQ			
Telephone number	01962 771744			
Email address	admin@brockwood.org.uk			
Principal	Mr Thomas Lehmann			
Chair of governors	Mrs Wendy Smith			
Proprietor	Krishnamurti Foundation			
Age range	4 to 20			
Number of pupils on roll	84			
	Day pupils	15	Boarders	69
	Juniors	16		
	Seniors	22	Sixth Form	47
Date of inspection	8 to 9 February 2023			

1. Introduction

Characteristics of the school

- 1.1 Brockwood Park School is an international co-educational day and boarding school. It was established in 1969. Pupils in Years 1 to 4 are accommodated in Inwoods Small School, a separate building located within Brockwood Park. All pupils in the senior school, which begins in Year 9, are boarders. They are accommodated in separate wings of the main house designated for male and female boarders.
- 1.2 Governance is the responsibility of the Krishnamurti Foundation Trust Limited, a charitable company overseen by a group of five trustees, which promotes the ethos of the school's founder. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 42 pupils. The school's previous inspection was a focused compliance and educational quality inspection in September 2021; followed by a progress monitoring visit in March 2022.

Purpose of the inspection

- 1.3 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 1 paragraphs 2 (curriculum) and 2A relationships and sex education (RSE)	Met
Part 2 paragraph 5 (spiritual, moral and social development of pupils) NMS 17	Met
Part 3, paragraph 7 (safeguarding); paragraph 8 (safeguarding of boarders); NMS 8	Not met
Part 3, paragraph 9 (behaviour); NMS 15	Met
Part 3 paragraph 11 (health and safety); NMS 9	Not met
Part 3, paragraph 14 (supervision); NMS 20	Met
Part 3, paragraph 16 (risk assessment); NMS 9	Not met
Part 4, paragraphs 18-21 (suitability of staff, supply staff and the proprietor); NMS 19	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7 paragraph 33 (complaints); NMS 14	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Not met

2. Inspection findings

Quality of education provided – curriculum and RSE [ISSR Part 1, paragraphs 2 and 2A]

- 2.1 The school meets the standards.
- 2.2 The school has an appropriate curriculum policy which includes all the required areas and also reflects the intentions of the school's founder and the school's ethos. It meets the needs of the pupils, including those with SEND or EAL. Pupils' needs are assessed effectively and suitable individualised programmes of study are then created. This includes supervision and support for pupils' investigations and work. All pupils, including those with SEND and/or EAL, receive one to one or small group support from specialist staff. The curriculum is appropriately modified to enable pupils to choose the number of public examination courses which best suits them.
- 2.3 The school has an effective programme for pupils' personal, social and health education (PSHE). This covers all the requirements of the statutory guidance for relationships and relationships and sex education (RSE). The PSHE and RSE topics are covered during the school's weekly 'Inquiry Times' meetings, weekly school meetings (including current affairs presentations), fortnightly 'Another Time We All Meet' (ATWAM) events (PSHE presentations and guest speakers) and occasional Boys and Girls Night events and reinforced during morning silent meetings, health and movement classes and 'core landing' programme tutorials. The work is monitored by the two pastoral co-ordinators who also act as the school's PSHE co-ordinators, who have consulted appropriately with parents with regard to RSE content. Parents are offered a suitable opportunity to request that a pupil be wholly or partially excused from sex education provided as part of the relationships and sex education.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5; NMS 17]

- 2.4 The school meets the standards.
- 2.5 Leaders ensure that pupils receive suitable guidance to promote their spiritual, moral, social and cultural development. There is an active promotion of British values throughout the school encouraging respect, tolerance and empathy towards others including those with protected characteristics. The topics are largely covered during the whole school Inquiry Time and ATWAM events, as well as during weekly Core Group meetings and Floor meetings, when boarders are actively encouraged to contribute their views to the operation of boarding provision and raise concerns. Older pupils prepare and deliver presentations to younger pupils on issues current in society.
- 2.6 The school's programme of study takes into account the ages, aptitudes and needs of the pupils and does not undermine the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different languages, faiths and beliefs. It aims to help the pupils to understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up and living in an international community. Staff understand, and help boarders to appreciate, what makes healthy, nurturing relationships. They are trained appropriately to think curiously about and recognise any signs of boarders at risk of or involved in damaging relationships with others.

Welfare, health and safety of pupils – safeguarding and safeguarding of boarders [ISSR Part 3, paragraphs 7 and 8; NMS 8]

Safeguarding policy

2.7 The school meets the requirements.

2.8 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

2.9 The school does not meet the standards.

2.10 The implementation of the school's safeguarding procedures does not provide appropriate support in all areas required by statutory guidance. In particular, the school does not ensure the identification and recording of any low-level concerns about staff or of any staff self-referrals. The recording of safeguarding incidents is not sufficiently effective or consistent. Some, but not all, staff were able to demonstrate clear understanding of the school's safeguarding processes or procedures, including knowledge of those with whom they should raise any safeguarding concerns.

2.11 The designated safeguarding lead (DSL) and deputy DSLs and all staff have attended training and have an understanding of some of the elements of their safeguarding responsibilities. Following recent incidents of inappropriate pupil relationships, senior leaders changed the school's approach to allowing pupils of both genders to visit boarding houses. They reduced the times when such mixing of genders is permitted.

2.12 However, the associated safeguarding risk assessment compiled following this review has not fully identified all of the potential risks in this area, including those relating to older pupils. It does not adequately consider mitigations of the risks identified.

2.13 New members of staff, including those with responsibility for boarders, receive an induction which enables them to understand the ethos and intentions of the school. In the staff handbook there is a clear code of conduct for staff. The DSL ensures all members of staff receive regular formal training and informal updates at weekly staff meetings. Scrutiny of the recent staff update training shows that it included an effective focus on many of the recent changes in *Keeping Children Safe in Education* (KCSIE 2022).

2.14 However, confusion surrounding agreed processes for recording concerns, including low level concerns, and what are appropriate lines of referral, show that training has not been fully understood. This undermines efforts to safeguard pupils.

2.15 Pupils say that they feel safe in school. They confirmed that they have sufficient opportunities to express concerns and that there are adults in the school to whom they can turn if they have personal concerns or anxieties. Pupils are supported appropriately when they do express a concern. They also have access to an independent listener when they need one.

2.16 The DSL team has identified possible misuses of technology and consequently pupils have limited access to their mobile phones. Pupils have free access to the school computers for their own research and there are effective filters in place to monitor the pupils' use of the school's internet systems.

2.17 The school liaises regularly with the local safeguarding children partnership. Senior leaders work effectively with external agencies in the support of pupils' mental health. Discussions with staff confirmed they understand most of their responsibilities to safeguard children. They know they can make a referral directly to social services if necessary. There are appropriate recruitment procedures in place.

2.18 The school's DSL team produces an annual safeguarding report and training for the trustees. At the trustees' termly meeting there is a regular item in which the DSL can give a safeguarding update. This ensures that the trustees are kept suitably informed. However, trustees do not have sufficient expertise and training to challenge the school's safeguarding practices or review them effectively.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 9]

- 2.19 The school meets the standards.
- 2.20 The school implements a suitable behaviour management policy effectively. It acts to promote positive behaviour and pupils' views are taken into account through the morning Quiet Meeting and Inquiry times. It includes a clear code of conduct for pupils. Records of misbehaviour are kept which allow trends to be identified. The details include investigations which are logged and recorded with appropriate sanctions which take account of the individual needs of pupils. Pupils regard the systems of rewards and sanctions to be fair, well balanced and fairly implemented. Senior pastoral leaders take into account individual and personal circumstances and help pupils to recognise the impact of their behaviour on others.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; NMS 9]

- 2.21 The school does not meet the standards.
- 2.22 The school has drawn up of a suitable health and safety policy. However, this is not effectively implemented in all areas. Hazardous cleaning materials are not always stored securely.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14; NMS 20]

- 2.23 The school meets the standards.
- 2.24 Boarders are at all times under the responsibility of a member of staff who is experienced and qualified. This is ensured by the effective implementation of supervision rotas. There is always at least one member of staff in each boarding house at night and pupils have satisfactory means of contacting them. Staff accommodation is appropriately separated from boarders' facilities but near enough to enable staff to supervise their behaviour. Boarders are suitably trained at the start of each year in how to contact staff at night.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 9]

- 2.25 The school does not meet the standards.
- 2.26 The school has a comprehensive risk assessment policy. Risk assessments are effectively implemented for many areas of the school and for trips and visits.
- 2.27 However, risk has not been assessed with sufficient effectiveness in boarding areas to mitigate of the risks associated with pupils of different genders mixing.
- 2.28 Risk assessment of key hazards, including storage of hazardous materials, is not consistent or effective enough to prevent unsafe access to these materials.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 19]

- 2.29 The school meets the standards.
- 2.30 The school carries out the required recruitment checks on staff and the proprietors. The school does not use supply staff. These are recorded effectively on the single central register of appointments. All members of staff appointed since the previous inspection have undergone the correct checks.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.31 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]

- 2.32 The school meets the standards.
- 2.33 The school has an appropriate complaints policy which provides suitable detail and timescales for responding to informal and formal complaints. The school holds a suitable written log which records the stage at which formal complaints are resolved and any action taken as a result of complaints, whether or not they were upheld. Scrutiny of documentation shows that the school follows its procedures and policies.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]

- 2.34 The school does not meet the standards.
- 2.35 The trustees do not ensure that the leadership and management demonstrate good skills and knowledge, including in the management of boarding, to fulfil their responsibilities effectively so that all independent school standards are consistently met and the wellbeing of pupils is actively promoted.
- 2.36 Staff training in safeguarding and risk assessment has not been implemented effectively by senior leaders in boarding to safeguard and promote boarders' welfare. Not all policies required by Appendix A of the NMS have been followed and maintained and not all records required by Appendix B have been maintained and monitored effectively, in particular, those relating to safeguarding and risk assessment.

3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022 and should take immediate action to remedy deficiencies as detailed below.

ISSR Part 3, Welfare, health and safety, paragraph 7 and 8; NMS 8 and 9

- The school must ensure that staff understand the importance of reporting low level concerns and the lines of referral for disclosures about colleagues and pupils, and that all safeguarding concerns are recorded effectively [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1 and 8.2].
- Ensure that risk assessments for boarding fully identify and adequately consider risks associated with pupils of different genders mixing freely and mitigate the risks identified, including those relating to older pupils [paragraphs 7(a) and (b), 8(a) and (b) and, for the same reason, paragraph 16 (a) and (b); NMS 8.1, 8.2, 8.4 and 9.3].
- Ensure that the trustees have sufficient knowledge and training to maintain suitable oversight of safeguarding, in particular, record keeping and safeguarding risk assessments [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1 and 8.2].

ISSR Part 3, Welfare, health and safety, paragraphs 8 and 11; NMS 9

- The school must ensure that all hazardous materials, including cleaning materials, are stored securely at all times [paragraph 11; NMS 9.1 and 9.2 and, for the same reason, ISSR paragraph 8(b)].

ISSR Part 3, Welfare, health and safety, paragraphs 8 and 16; NMS 9

- The school must ensure that risk assessment is sufficiently effective to identify and mitigate risks associated with hazards, including the storage of hazardous cleaning materials [paragraph 16(a) and (b); NMS 9.3 and, for the same reason, ISSR paragraph 8(b)].

ISSR Part 8, Quality of leadership and management, paragraph 34; NMS 2 and 8

- The trustees must ensure that leadership and management demonstrate good skills and fulfil their responsibilities effectively, including through clear management of boarding and effective implementation of boarding staff training in safeguarding, so that all the other standards are met consistently and that they actively promote the wellbeing of the pupils, including boarders. They must ensure the policies required by Appendix A of the NMS are followed and that effective records are maintained as required by Appendix B, in particular with regard to safeguarding and risk assessment [paragraph 34(1)(a), (b) and (c); NMS 2.1 to 2.8 and, for the same reason, ISSR paragraph 8(b)].

4. Summary of evidence

- 4.1 The inspectors held discussions with the principal, senior leaders and other members of staff and met with the chair of governors. They visited different areas of the school, and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mrs Daphne Cawthorne

Reporting inspector

Mr Richard Lynn

Assistant reporting inspector