



Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision

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School's Details

School	Bromsgrove School			
DfE number	885/6006			
Registered charity number	1098740			
Address	Bromsgrove School Worcester Road Bromsgrove Worcestershire B61 7DU			
Telephone number	01527 579679			
Email address	enquiries@bromsgrove-school.co.uk			
Headmaster	Mr Michael Punt			
Chair of governors	Mr Michael Luckman			
Proprietor	Governors of Bromsgrove School			
Age range	13 to 18			
Number of pupils on roll	1040			
	Day pupils	571	Boarders	469
	Seniors	603	Sixth Form	437
Inspection dates	10 to 12 May 2023			

1. Background Information

About the school

- 1.1 Bromsgrove Senior School is an independent co-educational day and boarding school. The senior school, together with the prep school, pre-prep school and Winterfold, which were inspected at the same time, are component parts of Bromsgrove School family. The school, which was founded in 1553, is a registered charity and a company limited by guarantee. The directors of the company are all trustees of the charity. The headmaster oversees the four schools. There are six boarding houses for senior school pupils, all of which are located on the main school site.
- 1.2 Since the previous inspection a wellbeing centre has been

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school's GCSE, A-level, BTEC and IB results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy ~~v~~itsich

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standards relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three,

3. Educational Quality Inspection

Preface

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Lower Fourth	Year 9
Upper Fourth	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils, including those with SEND and with EAL, make excellent progress over time as evidenced by comprehensive tracking data. Results at GCSE and A level show that most pupils attain grades higher than expected for those of similar ability. In 2022 a very large majority of GCSE results were achieved at grades 6 to 9, with over two-fifths of results graded 8 to 9. In 2020 and 2021, centre-assessed and teacher-assessed grades showed a similar level of attainment. In 2022, over half of A-level results were graded A* to A. In centre-assessed and teacher-assessed results in 2020 and 2021 results were of a similarly high standard. As a result, a large majority of pupils are successful in gaining places at universities of their choice. In discussion, pupils were keen to point

- 3.9 Pupils display decidedly strong numerical skills. This is due to the provision of a broad range of mathematics courses and the availability of extra support sessions. In mathematics, Year 13 pupils displayed exceptionally strong numerical fluency as they solved problems against the clock in an online quiz. Pupils apply their excellent mathematical knowledge effectively to other areas of learning. In art, Year 10 pupils utilised their excellent mathematical skills in their design and execution of artefacts inspired by *The LoET Q q 1 0 0*

Theresa May and Jeremy Corbyn. Pupils, including those with SEND, show excellent levels of resilience when overcoming challenges as they master new techniques. For example, in a Year 10 Art project pupils persevered when using glue-sticks to apply feathers to balsa wood. Boarders show excellent self-confidence, as seen when they chatted with inspectors in a totally natural way during a tour of the school. This is as a result of the confidence boarders gain through living away from home and developing independence in a supportive environment. In their questionnaire responses, an overwhelming majority of parents said that the school helps their children to be confident and independent. Inspection evidence confirms this view.

- 3.15 Pupils display an outstanding sense of community. They work together completely naturally in activities, and the supportive environment enables overseas boarders to settle into 3.15

Inspection Evidence