



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

Bromsgrove Preparatory School

May 2023

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School's Details

School	Bromsgrove Preparatory School			
DfE number	885/6006			
Registered charity number	1098740			
Address	Bromsgrove Preparatory School Old Station Road Bromsgrove Worcestershire B60 2BU			
Telephone number	01527 579679			
Email address	enquiries@bromsgrove-school.co.uk			
Headteacher	Mr Mike Marie			
Chair of governors	Mr Michael Luckman			
Proprietor	Governors of Bromsgrove School			
Age range	2 to 13			
Number of pupils on roll	726			
	Day pupils	631	Boarders	95
	EYFS	120	Juniors	347
	Seniors	259		
Inspection dates	10 to 12 May 2023			

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the standards and requirements can be found [here](#) (pupils' TjTj ()Tj 12.9978Td ye.731002815rements

Key findings

2.1 The school meets the standards in the schedule to the Education (Independent

numeracy skills through a range of well-planned, engaging activities. Excellent linguistic skills were evident, for instance, when Year 1 discussed and then wrote persuasive letters inviting people to visit their 'famous café'. They addressed, dated, signed, planned and executed their letters using outstanding choices of vocabulary and content. Nursery children were able to identify all the letters of the alphabet and correctly solve a puzzle involving both shapes and letters. In a Year 8 geography lesson strong levels of understanding were shown by pupils in written responses identifying the advantages and disadvantages of living in a megacity. These excellent outcomes are promoted by teaching's highly effective use of open questioning and positive affirmation of success, which motivates pupils to try their hardest.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils from a young age have a clear understanding of how their decisions impact on their success, realising the importance of studying effectively in order to achieve strong academic outcomes, as confirmed in discussions. They regularly exercise their decision-making skills. Year 4 pupils worked collaboratively to decide what to use from a wide range of craft materials when creating a 3D model of the human digestive system. Year 8 pupils debated whether to choose a tangy tomato, mild or extra hot level of 'Chilli Challenge' when researching and

- 3.18 Pupils' self-understanding builds steadily as they progress through each section of the school, nurtured by effective welfare and pastoral support so that they feel ready and well prepared for the next stage of their lives. Pupils have excellent levels of perseverance, tackling tasks at all levels with commitment and enthusiasm. However, in a small minority of lessons, where teaching was less responsive to individual learning styles, this was less evident. In the EYFS, children show strong self-confidence in their activities and play, responding positively to warm and encouraging interactions with

