

ISI SCHOOL INSPECTION 2017

EXCEPTIONAL
BEDE'S



ABOUT OUR ISI INSPECTION

Bede's Senior School was inspected by the Independent Schools Inspectorate (ISI). The inspection process covers both regulatory compliance and educational quality and this summary is focused on the Educational Quality Inspection.

Inspectors spent three days at the school interviewing staff, governors and pupils, observing lessons, activities and boarding life as well as reviewing pupils' work.

The responses of parents and pupils to pre-inspection questionnaires were analysed and the inspectors examined regulatory documentation made available by the school.

This is an abridged version of the full report, which can be found on our website bedes.org and on the ISI website.

How are schools graded?

For educational quality inspections, ISI uses four grades as part of their report:

Excellent
Good
Sound
Unsatisfactory

The report is split into two key areas; the first covers the quality of academic and other achievements and the second focusses on the quality of pupils' personal development.

QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

Excellent

“Pupils demonstrate
*excellent knowledge
and understanding* in
all areas of learning.”

“Pupils apply themselves to their
work superbly and demonstrate
*outstanding attitudes towards
learning and achievement.*”

“Pupils are determined
to get the *best out of
themselves* and are always
willing to encourage each
other and support each
other superbly.”

“Pupils typically
exhibit *high levels of
enthusiasm* in lessons.”





QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

Excellent

“Pupils make *rapid progress* and their achievements within and beyond the classroom are often outstanding and sometimes exceptional.”

“Pupils compete at *county and national levels* in sports such as cricket, tennis and football.”

“Pupils are successful in achieving places at selective *art, dance, drama and music* schools as well as universities.”

“Pupils are able to *combine academic achievement with great success* in creative and sporting domains.”

QUALITY OF PUPILS'
PERSONAL DEVELOPMENT
Excellent

“Senior pupils provide *exemplary role models* for younger pupils.”

“Many pupils have *high academic or vocational aspirations*. They understand the importance of the life choices they face and the decisions they take whilst still at school.”

“Pupils have *excellent levels of self-esteem and self-confidence*, successfully promoted by the *depth of pastoral care* shown by the staff for individual pupils.”

“Pupils readily *take on responsibilities*.”





QUALITY OF PUPILS'
PERSONAL DEVELOPMENT
Excellent

“Pupils have an *outstanding understanding of the difference between right and wrong* and the impact of their behaviour on the school.”

“The boarding and day houses play a vital role in instilling a *strong sense of communal responsibility* for one's decisions.”

“Pupils deeply value the *variety of faiths and beliefs* within their community.”

“Pupils make a *strong contribution to the running of the school* through their active collaboration and engagement on a wide range of pupil committees.”

BEDE'S
CREATIVE

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