



ISI Independent
Schools
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

BROOKE HOUSE COLLEGE

SEPTEMBER 2017



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COLLEGE'S DETAILS

College	Brooke House College			
DfE number	855/6005			
Address	Brooke House College 12 Leicester Road Market Harborough Leicestershire LE16 7AU			
Telephone number	01858 462452			
Email address	enquiries@brookehouse.com			
Principal	Mr Michael Oliver			
Chair of proprietors	Mr Donald Williams			
Age range	12 to 19			
Number of pupils on roll	165			
	Boys	126	Girls	39
	Day pupils	12	Boarders	153
	Seniors	50	Sixth Form	115
Inspection dates	13 to 14 September 2017			

1. BACKGROUND INFORMATION

About the college

- 1.1 Brooke House College is an independent day and boarding college for boys and girls aged between 12 and 19 years. It was founded in 1967 in its current location in Market Harborough. The college is owned by its three directors and its work is overseen by an advisory committee. Its current principal has been in post since May 2016. Pupils are educated in the main college buildings. Boarders are accommodated in thirteen houses, five of which are located on the college's main campus. Since its previous inspection, the college has implemented a refurbishment programme, including increasing the supply of drinking water.

What the college seeks to do

- 1.2 The college's aims to provide a safe and tolerant co-educational environment which allows individual expression and development, and prepares its pupils for university and the workplace. Its objectives include the development of pupils both academically and through the co-curricular programme, and the creation of a strong sense of community internally, locally, nationally and internationally.

About the pupils

- 1.3 A very large majority of the pupils are from overseas. These pupils normally enrol during the first few weeks of the autumn term, following the completion of immigration processes. The college's own assessment indicates that the overall ability of pupils is below average. The college has identified 5 pupils as having special educational needs and/or disabilities, which include a variety of individual needs. All of these pupils receive additional support from college staff. No pupil in the college has an education, health and care plan or a statement of special educational needs. A total of 140 pupils have English as an additional language, 14 of whom receive additional support for their English. Pupils who have been identified as having particular abilities, gifts or talents, including those who are members of the college's motorsport and football academies, follow specially adapted programmes of study.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such 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.

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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), National Minimum Standards for Boarding Schools.

Key Findings

- 2.1 The college meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been below the national average for maintained schools. Results in IGCSE examinations have overall been similar to worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been in line with the national average for sixth formers in maintained schools. Results were above the national average in 2016.
- 2.4 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.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff.
- 2.1 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.2 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.3 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.4 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.5 The college 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 college's arrangements for guardianship are suitably managed.
- 2.6 **The standards relating to the suitability of those in contact with pupils at the college [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.7 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.8 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.9 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the college and the curriculum, and of the college'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 college year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the college's academic performance during the preceding college year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the college's website. A suitable statement of boarding principles and practice is published by the college.
- 2.10 **The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.11 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the college). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.12 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.13 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.14 **The standard relating to leadership and management of the college [paragraph 34] and NMS 13 are met.**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and the chair of proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the college.

Inspectors

Mr Robin Gaff	Reporting inspector
Mr Peter Knell	Compliance team inspector (Director of finance and resources, HMC school)
Dr Michael Alderson	Team inspector for boarding (Deputy headmaster, HMC school)
Mr Nick Brown	Team inspector for boarding (Deputy head, HMC school)
Mr Timothy Halsall	Team inspector for boarding (Deputy head, HMC school)
Mrs Elizabeth Worthington	Team inspector for boarding (Senior deputy head, HMC school)