



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Brookham School**

**November 2022**

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### School's Details

<b>School</b>	Brookham School			
<b>DfE number</b>	938/6252			
<b>Registered charity number</b>	1145113			
<b>Address</b>	Brookham School Highfield Lane Liphook Hampshire GU30 7LQ			
<b>Telephone number</b>	01428 722005			
<b>Email address</b>	office@brookhamschool.co.uk			
<b>Headteacher</b>	Mrs Sophie Baber			
<b>Proprietor</b>	Mr William Mills			
<b>Age range</b>	2 to 8			
<b>Number of pupils on roll</b>	201			
	<b>Boys</b>	114	<b>Girls</b>	87
	<b>EYFS</b>	88	<b>Pre-Prep</b>	113
<b>Inspection dates</b>	8 to 10 November 2022			

## 1. Background Information

### About the school

- 1.1 Brookham School is an independent co-educational day school. Highfield School was founded in 1907 as a preparatory school, and Brookham was established in 1993 as a separate, purpose-built pre-preparatory school on the same site. It is owned by the grandson of the founder, who is chair of the board of directors which support the governance of the school.
- 1.2 Since the previous inspection, the school has refurbished the sports hall, added an all-weather pitch and developed provision for pupils with special educational needs. The school has also embarked on an environmental programme to become carbon positive by 2030.

### What the school seeks to do

- 1.3 The school aims to provide an all-round education, supporting children to discover their strengths, uncover passions and develop life skills. It seeks to encourage children to ask questions and to think and solve problems for themselves, nurturing a love of learning that will stand them in good stead throughout their educational journeys and way, way, beyond; preparing children for the future and equipping them well for whatever life throws at them.

### About the pupils

- 1.4 The majority of pupils come from professional and business families living within a 30-minute drive of the school. Data from tests indicate that the ability profile of the school is above average compared to those taking the same tests nationally. The school has identified 22 pupils as having special educational needs and/or disabilities which include speech and language difficulties, autism and physical disabilities, all of whom receive additional specialist help. There are five pupils in the school with an education, health and care (EHC) plan. English is an additional language for six pupils, three of whom receive additional in-class support. Data used by the school have identified 21 pupils as being the most able in the school's population, and the curriculum is modified for them and for one other because of their special talents in sport.

## 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. 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. 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.** 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: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, 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 own framework for assessment confirms 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.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 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.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 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.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 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.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 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 school). 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.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor has ensured 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.

**2.19 The standard relating to leadership and management of the school in paragraph 34 is met.**

### 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.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils across the school demonstrate positive attitudes towards their learning.
- Pupils are confident learners and are willing to take risks to further extend their understanding.
- Pupils demonstrate excellent levels of knowledge, skills and understanding in their learning.
- Pupils are highly articulate and accomplished listeners from a very young age.

3.2 The quality of the pupils' personal development is excellent.

- Pupils have an extremely well-developed sense of self-belief and self-confidence whilst showing mindfulness to others.
- Pupils are enormously considerate, caring, courteous and respectful of each other and all members of the school community.
- Pupils' behaviour is excellent and they display high degrees of courtesy and respect to their peers, staff and visitors.
- Pupils display outstanding compassion and understanding of the needs of others outside their own community.

#### Recommendation

3.3 The school is advised to make the following improvements.

- Enhance the outcomes for the most able pupils by establishing a culture where they are suitably challenged according to their ability across all areas of the curriculum.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 The overall achievement of the pupils is excellent and represents successful fulfilment of the school's aims to provide an all-round education, nurturing a love of learning and equipping them well for whatever life throws at them. In the Early Years Foundation Stage (EYFS), children make an excellent start to their education where the majority of children reach expected levels of development by the end of Reception and the school's assessment framework using standardised tests show that pupils' attainment for older pupils in English and mathematics is above the national age-related expectations. This can be attributed to the rigorous individual tracking process which highlights areas of strength

and weakness and identifies the next steps in learning. Pupils with SEND also make significant progress so that their attainment meets their expected levels. School leaders regularly monitor attainment, ensure appropriate intervention, and that teaching and curriculum provision is well-matched to all pupils' needs and abilities. All parents who responded in the pre-inspection questionnaires agreed that teaching enables their child to make progress.

- 3.6 Pupils demonstrate an extensive range of skills, knowledge and understanding beyond the expectations for their age and ability. They are highly effective in applying these skills across all areas of the curriculum, although, to enhance outcomes, the most able would benefit from challenges which involve greater depth. Children in the EYFS confidently explore their classroom and outside space, benefitting from well-planned and engaging activities available to them. When harvesting chives from their vegetable patch, they assertively predicted a dislike of the flavour and decided it wasn't very sweet and tasted like onions. Throughout the school pupils demonstrate high levels of engagement with scientific ideas where younger children have an understanding of the food chain in its simplest form, recognising that the large stag beetle would eat all the other smaller insects. Year 1 pupils made links between their experiments on ice with issues facing the polar bears and the melting ice caps, suggesting it is unfair to leave them without a home. Pupils' knowledge and understanding in humanities is outstanding. When considering environmental issues pupils confidently discussed their abhorrence of deforestation and are proud that they have persuaded their parents to buy sustainable palm oil as a result. Year 2 pupils reflected on the importance of the rainforest for humans, making links between humans breathing and the Amazon Rainforest respiration. Year 3 pupils use historical sources effectively to analyse and identify chronology of different events on a timeline. Pupils' creative skills are highly developed in music, drama and art. For example, the youngest Nursery children demonstrated excellent physical skills when independently interpreting movement to music depicting well-known animals and Year 1 pupils designed individual superhero masks, including features based on the superhero powers.
- 3.7 The pupils' communication skills are a strength. They are articulate and respectful of both their peers and adults in school and listen carefully to the ideas and opinions of others from a young age. For example, EYFS children regularly contribute to show and tell sessions and are frequently encouraged to verbalise their thoughts and respond to extremely effective questioning by adults. Year 2 pupils were able to explain their understanding of developing compound sentences using conjunctions. Early literacy skills develop quickly in the EYFS due to the well-structured phonics programme, enabling children to develop secure pre-reading and writing skills. Children in Reception build on this strong foundation with creative writing using key words consistently. Older pupils display an excellent aptitude to the written form, identifying the importance of adjectives, similes and alliteration to add interest to their writing.
- 3.8 Pupils of all ages develop strong skills in numeracy. They demonstrate excellent use of number, manipulating with confidence and accuracy when faced with challenge. Pupils have a high level of mathematical understanding and can successfully apply this to all areas of the curriculum. For example, in a Year 3 games session, pupils used angles to problem-solve passing a ball and keeping it away from a defender. Scrutiny of pupils' work identifies pupils using their data handling skills in science to record experimental data in tables. EYFS pupils have a secure knowledge of using numbers to count and readily relate numbers to quantities as observed as part of mathematical group game and where more able Nursery children are able to accurately order numbers to 25. Pupils in Year 1 displayed strong understanding of addition and subtraction, using number bonds within 10 or 20 and older pupils displayed their problem-solving expertise when applying inverse operations to check calculations. Pupils demonstrate a strong ability to apply their mathematical thinking and to conceptualise their knowledge of number work in order to apply it and solve problems. However, for the most able, there is scope for pupils' mathematical knowledge and understanding to strengthen further with activities of greater depth which extend their higher order thinking skills so as to ensure challenge.

- 3.9 Pupils have a confident grasp of ICT and its application, using it for research, and across other subjects such as maths and Spanish, evidenced through pupil discussion. In the EYFS, children use programmable toys and mobile electronic devices, using simple computer applications to support their learning as was evidenced in their use of the interactive whiteboard in Nursery to develop their mark making abilities. Older pupils make effective use of the available electronic devices to enhance their learning and can share their knowledge. Pupils demonstrate excellent confidence in developing their communication skills using presentation software. The development of pupils' competency in ICT is supported by the proprietor's and leaders' investment in high-quality digital resources to develop their skills.
- 3.10 Pupils demonstrate excellent focus, behaviour and a motivated approach which ensures that they can develop study skills across the curriculum which was confirmed by the majority of parents in their questionnaire responses. In the EYFS, child-initiated activities support and develop independent learning skills from an early age. In Reception, children were able to interpret other possibilities to a story, using speech bubbles to identify different perspectives. Specific study skills were seen during lessons and in pupils work such as prediction, testing hypothesis, comparison, making cross curricular links and collaboration. In a Year 1 science lesson, pupils were able to discuss why experiments may be unfair, or even biased, identifying how hand size and temperature of hands would result in each group having different outcomes. In Year 3 science, pupils were exploring friction by confidently analysing and predicting travel over a variety of surfaces. The school's ethos and strategies such as the building learning power, encompassing reflection, resourcefulness, relating and resilience, support the pupils as they move through the school enabling them to build and continually progress their understanding of how they learn, although the most able pupils' follow-up work can miss opportunities to extend their higher order thinking skills.
- 3.11 The creative and sporting endeavours of pupils demonstrate success both individually and collaboratively in the breadth of opportunity outside of the classroom which are always celebrated in assembly. Pupils are successful in being selected for well-recognised sporting teams, achieving musical gradings, taking part in dramatic opportunities and performances and a variety of leadership roles within the school. Sporting achievements have included taking part in a variety of competitions ranging from rugby, cricket, golf and equestrian events, producing several finalists and champions along the way. In the performing arts there have been successes in ballet with an audition and selection to the Surrey Youth Ballet as well as a ballet solo in the British Arts Festival and achieving exam success in a range of musical instruments. This was supported by almost all parents who responded to the questionnaire who agreed that the school provides a suitable range of extra-curricular activities.
- 3.12 Pupils' attitudes to learning are exceptional. The great desire for pupils to give of their best, to succeed and maximize their ability was noted throughout the school. Pupils' positive attitudes result from the way staff genuinely care about their pupils and actively model enthusiasm and mutual respect. The quality of relationships between pupils and staff and between pupils themselves strongly contributes to this achievement. Pupils demonstrate a willingness to have a go, confident in the knowledge that making a mistake was nothing to be feared or concerned about; it was another learning opportunity. Pupils have an outstanding work ethic. They show strong initiative and great independence in their learning as well as a strong sense of togetherness with awareness that success comes through collaboration and supporting one another. Leaders' and staff's high expectations of behaviour and pupils' own wish to do well help them to develop excellent habits for learning. This very much reflects the school's objective of supporting children to discover their strengths, uncover passions and develop life skills.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show excellent levels of self-understanding, and this is supported by the ethos of tolerance and care for others found throughout the school. Children in the EYFS are confident in their environment, working together and discussing ideas. Persevering with and finishing tasks demonstrate a high level of resilience where, from an early age, pupils are willing to 'have a go' and learn from their endeavours. This was observed in the Nursery where children were reflective, resourceful and resilient in their determination to succeed, which they did with a great sense of self-esteem and pride. Self-esteem is built and reinforced at all ages by the frequent praise and rewards given by staff and their peers. There is a strong sense of mutual respect for peers and and pride in their school. Pupils develop confidence in their abilities, and they appreciate that whilst their teachers will support and challenge them as they develop and grow, so too will their peers. When older pupils were walking past the youngest children during their music and movement activity, as they stopped to celebrate their achievements with a simple clap of hands. All parents who responded to the questionnaire agreed that the school helps their children to be confident and independent.
- 3.15 Pupils of all ages display assurance and confidence in their decision-making ability. Children in the EYFS exhibit strong levels of independence, where decision making opportunities are included from a very early age. They learn to make informed choices during child-initiated activities, both indoors and outdoors, where teachers explain the range of options and provide help and guidance. Snack time is also a learning opportunity where children regularly bake their own delicacies to enjoy and share, confidently making decisions about sourcing the ingredients from the vegetable patch, selecting appropriate utensils and ensuring good hygiene at all times. Older pupils are aware that the decisions they make can have a lasting effect on their future. They learn to make clear; sound decisions based on common sense and appreciate consequences. Pupils are able to consider options evaluatively, often through collaboration and discussions, not only for their personal benefit, but also for the benefit of the school community. This was observed at an Eco-Warriors meeting where all suggestions were considered, and agreed that the priority was to produce electricity without fossil fuels and awareness must be raised, via an assembly presentation, to investigate installing wind turbines.
- 3.16 Pupil interactions display spirituality good for their chronological age. Across all ages, there is a strong sense of togetherness and awareness that success comes through collaboration appreciating the good in those around them and treating each other with empathy and kindness. Pupils respect the ethos underpinning the school of consideration for others and to be the best they can be. This was particularly poignant when Year 2 described their feelings over the Amazon Rainforest being destroyed, making them sad, worried and annoyed because the animals were suffering. Scrutiny of pupils' work also demonstrates that they learn and understand about helping others, celebrating difference and they undertake various charitable endeavours for the less fortunate such as foodbank collections for Harvest.
- 3.17 Pupils have a strong moral awareness and are deeply caring and respectful of one another and the school community. From the earliest age, pupils develop a clear understanding of right and wrong and learn how to resolve conflict successfully by being fair and taking turns, underpinned by the school's Golden Rules. Expectations for behaviour are high and pupils are very keen to maintain their high personal standards of behaviour throughout the school, including at break where inspectors observed a bad foul during a football match. Both teams stopped, all agreed it was a foul, they checked on the boy's wellbeing and the match restarted with a free kick. At no stage did a teacher have to intervene. Pupils understand and respect the rules and ethos of the school. Their interactions are based upon a dignified sense of respect for each and every member of their school community and the wider society.
- 3.18 Pupils display excellent social awareness and compassion. Across all ages, there is a strong sense of togetherness and awareness that success comes through collaboration, and by celebrating and

supporting each other. From the EYFS onwards, the children's learning is significantly enhanced by the consistent use of collaboration, talking partners and learning groups where they encourage, listen and support each other. In Nursery two pupils were observed working collaboratively and harmoniously to design and build their racing track and, where coming first in the race, was superseded by the desire to see their friend achieve success. Pupils understand the importance of maintaining positive relationships with one another. They enjoy friendly, open-hearted relationships and are always keen to demonstrate that they wish to do their best. This strong sense of mutual respect was observed in Year 3 where pupils highlighted the importance of listening to ensure they do not miss important concepts but also because it is polite to listen.

- 3.19 Pupils make an outstanding contribution to the lives of others within the school, the local and global communities. They care, support and encourage each other. Pupils take their positions of responsibility seriously and the older pupils provide excellent role models for the younger children. A particular strength is where the older pupils take on the role of House Captains to support the younger pupils in a variety of activities such as playground buddies. Pupils are enthusiastic about how they actively make changes via the Reading Ambassadors, Eco-Warriors and School Council where pupils feel they have a voice, be it on developing the love of reading for their peers, passionately discussing environmental issues or having an impact on life at school. Positive interaction between age groups at the school fosters a unified approach to challenges whether they be in school or beyond. Pupils understand the circumstances of those less fortunate than themselves and they are keen to help where they can and there is extensive pupil charitable fundraising through school and pupil led initiatives.
- 3.20 From a very young age, pupils have an excellent understanding of the differences between people of contrasting faiths and cultures and see this is something to celebrate. Pupils instinctively show appreciation for each other's differences, and this underpins the positive relationships between pupils of all ages. They constantly refer to the school values and ethos, which then permeates through all areas of school life. Pupils share their personal experiences openly which further develops their understanding about differences. This was exemplified when an EYFS pupil brought in his father's medals following a lesson on remembrance. This instigated a discussion on remembering everyone from wars in every part of the world and everyone must respect one another. The pupil explained that some of his father's regiment were from different cultural backgrounds but were all seen as the same. Through thematic work, assemblies and special days, such as celebrating different religious festivals, pupils grow in their understanding of living in one world. In pupil discussions pupils declared they all get on with everybody and get treated the same; everybody is different and unique, and nobody is the same.
- 3.21 Pupils are very aware of how to stay safe, both physically and emotionally. They demonstrate a strong understanding of staying safe online and children of all ages and abilities understand and act upon the need for an active and healthy lifestyle for both their physical and mental wellbeing. At lunch, pupils demonstrate a good awareness of what constitutes a healthy diet and even told inspectors they needed to have vegetables with pizza and wedges as that made it healthy. All pupils, including children in the EYFS, know that they should wash and sanitise their hands regularly throughout the day as well as drink water regularly. Using a whole school approach of reflection and circle time, pupils understand the power of closing their eyes and taking deep breaths to support their wellbeing. Pupils nurture and care for each other at times of vulnerability and show a wealth of kindness and friendship: the ethos that underpins the very nature of this school.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Julie Lowe	Reporting inspector
Dr James Raymond	Compliance team inspector (Headmaster, ISA school)
Mr Philip Barr	Team inspector (Headteacher, IAPS school)