



**Progress Monitoring Inspection Report**

**Brookes UK School**

**June 2024**

## School's details

<b>School</b>	Brookes UK School			
<b>DfE number</b>	935/6065			
<b>Address</b>	Flempton Road Risby Bury St Edmunds IP28 6QJ			
<b>Telephone number</b>	01284 760531			
<b>Email address</b>	office@uk.brookes.org			
<b>Principal</b>	Mrs Natalie Taylor			
<b>Chair of proprietors</b>	Mr David Rose			
<b>Proprietor</b>	Brookes Education Group			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	161			
	<b>Day pupils</b>	153	<b>Boarders</b>	8
	<b>EYFS</b>	59	<b>Juniors</b>	38
	<b>Seniors</b>	64		
<b>Date of inspection</b>	4 and 5 June 2024			

# 1. Introduction

## Characteristics of the school

- 1.1 Brookes UK is a co-educational, independent day and boarding school. The school moved to its current site in 1984. Brookes Education Group, which provides proprietorial oversight, acquired the school in 2015. The school consists of: a nursery, which includes the early years setting; lower school; and senior school. There is a single boarding house on the same site as all the school sections. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND). Eighteen pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for four pupils. The school's previous inspection was a routine inspection in October 2023.

## Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the routine inspection in October 2023. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding 2022 and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	<b>Met</b>
Part 1, paragraph 2A (relationships and sex education)	<b>Met</b>
Part 1, paragraph 3 (teaching)	<b>Met</b>
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders) NMS 8	<b>Met</b>
Part 3, paragraph 9 (behaviour); NMS 15	<b>Met</b>
Part 3, paragraph 10 (bullying); NMS 16	<b>Met</b>
Part 3, paragraph 14 (supervision); NMS 20	<b>Met</b>
Part 3, paragraph 16 (risk assessment); NMS 9	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints); NMS 14	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standards.
- 2.2 The school has revised and updated its curriculum policy and schemes of work including those for personal, social, health education (PSHE). They are suitable for pupils up to the end of Year 11 as the school currently does not have pupils in the sixth form. The planned curriculum provides appropriate experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Planning is also appropriate in the early years, encompassing the early years seven areas of learning. Planning supports pupils effectively in acquiring speaking, listening, literacy and numeracy skills. It takes into account the age, aptitudes and needs of all pupils, including those who have SEND and EAL. Pupils are prepared for life in British society through the curriculum and through the school's co-curricular provision.

### Quality of education provided – relationships and sex education [ISSR Part 1, paragraph 2A]

- 2.3 The school meets the standard.
- 2.4 Suitably qualified and experienced staff with the requisite skills and knowledge to teach PSHE and relationships and sex education (RSE) have been appointed. The scheme for RSE has been reviewed since the previous inspection and is consistent with statutory guidance. The timetable has been re-organised so that only staff who are confident and suitably trained teach RSE. A comprehensive system of assessment for RSE enables pupils and staff to evaluate pupils' knowledge and understanding and areas for further clarification and development. Leaders regularly monitor standards and consistency of provision in RSE through lesson observations, work scrutiny and regular meetings. Pupils are positive with regard to RSE. They say that the lessons are relevant to them and that they can discuss any issues, confident that the staff will listen and respond sensitively. Pupils have an appropriately mature understanding for their ages of their personal, social and emotional development. They understand key issues including, where relevant to age, addiction, setting boundaries, consent, positive relationships, coercive control and abuse

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.5 The school meets the standard.
- 2.6 Since the previous inspection staff have received comprehensive behaviour management training. This has supported staff successfully in understanding pupil behaviour, particularly in relation to pupils who have SEND. It has also provided staff with a range of effective strategies to manage any challenging behaviour. These include use of voice, re-direction use of sensory equipment and giving time and space for pupils to make the right choices. Teachers consistently use a positive approach to behaviour management which is in line with school policy. They re-enforce and reward positive behaviour consistently, enabling pupils to make appropriate choices. Detailed and specific individual education plans for pupils who have SEND include strategies for teachers to use in managing such pupils' behaviour. These are used well by teachers throughout the school. Younger pupils respond positively to a 'traffic light' approach. Staff and their peers support such pupils in making the right choices to stay in the green area of a behaviour chart. Older pupils respond well to receiving housepoints and to the sensitive verbal re-directions given by staff. Tutors and boarding staff support pupils in reflecting on their behaviour. They devise appropriate strategies to enable pupils to take

responsibility for their behaviour. This consistent and positive approach to behaviour management means that behaviour throughout the school is now managed effectively.

## **Welfare, health and safety of pupils – safeguarding and safeguarding of boarders [ISSR Part 3, paragraphs 7 and 8; NMS 8]**

### **Safeguarding policy**

- 2.7 The school meets the standards.
- 2.8 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

### **Safeguarding implementation**

- 2.9 The school meets the standards.
- 2.10 The school has reviewed its safeguarding policy and procedures and updated them appropriately. They are now in line with statutory requirements and those of the local safeguarding partnership. A new entrance security system has been installed which has strengthened monitoring of people accessing and leaving the premises. A bell system installed in the boarding house now enables boarders to contact duty staff at all times, including during the night. Boarders are confident that they can contact staff at any time should they need to do so. Suitable risk assessments with regard to safeguarding have been implemented. These are detailed and used appropriately by the designated safeguarding leads (DSLs) to continually evaluate safeguarding risks and in taking appropriate action, including referral to the multi-agency safeguarding hub (MASH) or the local authority designated officer (LADO).
- 2.11 A comprehensive safeguarding review has been undertaken which included guidance from the local authority. As a result, oversight of safeguarding is now effective. A new advisory safeguarding committee has been constituted. An advisory safeguarding governor with suitable experience and understanding of safeguarding has been appointed which has strengthened oversight procedures effectively. The proprietor liaises with the advisory safeguarding governor, receives reports from the safeguarding committee meetings and meets with safeguarding leaders regularly. These meetings include effective discussion of referrals and low-level concerns. The proprietor also visits the school regularly to speak to staff and pupils. Suitable training has been implemented for the proprietor and the advisory governors.
- 2.12 Pupils, including boarders, stated confidently that they feel safe in school. They referred to several members of staff to whom they can turn if they are worried or concerned. When pupils raise concerns, they are listened to, and action is taken when necessary. This is confirmed by records of safeguarding. Pupils know how to stay safe online. They understand restrictions on the use of mobile phones in order to help to keep them safe. Appropriate systems are implemented to filter and monitor use of technology, including in boarding.
- 2.13 Clear procedures are implemented at all times to collect and transport boarders. New boarders receive an appropriate induction about how to keep safe and whom they can contact if they have any worries or concerns. There is an independent person whom they may contact about personal problems or concerns. Details of contacts for the Childline and the Children's Commissioner's Help at Hand service are prominently displayed. Boarders said that they are listened to and that boarding staff support them, including through liaison with academic staff. Boarders are given suitable advocacy support where necessary including access to wellbeing staff and appropriate professionals.
- 2.14 Safeguarding leaders receive appropriate additional training for their roles including in boarding and in the early years. Staff are trained thoroughly in the school's safeguarding procedures when they join

the school, including the staff code of conduct. Further information is given in training sessions at the start of the school year and through regular updates. Staff spoke confidently with regard to the school's policy and procedures for safeguarding. They understand statutory requirements including contextual safeguarding, the management of child-on-child abuse and how to respond to low-level concerns.

- 2.15 The presence in the safeguarding team of expertise regarding SEND enables leaders to take into account consistently the needs of pupils with SEND. The safeguarding team receive immediate alerts from the school's electronic systems when entries are made by staff. This enables continual monitoring of pupils' safety and prompt action is taken.
- 2.16 The school maintains suitable, confidential records of child protection concerns and low-level concerns. Any low-level concerns are monitored by leaders and appropriate action is taken in response. Safeguarding leaders seek prompt advice, including from the external agencies, should there be a concern about a pupil or allegation against a member of staff. The school liaises appropriately with parents about safeguarding concerns.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 15]**

- 2.17 The school meets the standards.
- 2.18 The school's procedures to promote good behaviour have been revised suitably since the previous inspection and are now implemented effectively. An updated behaviour policy provides a positive approach to behaviour management and clear rewards and consequences. Effective staff training has ensured that staff implement the new policy consistently, taking into account the age and needs of the pupils. Senior staff monitor behaviour appropriately through lesson observations. They analyse the information about inappropriate behaviour entered by all staff in the electronic system effectively and monitor use of rewards and sanctions. Parents automatically receive information about their child's behaviour electronically. This enables effective communication with staff. Pupils spoke positively about recent changes to behaviour management. They consider that the system is fair, particularly with regard to rewarding good behaviour and the consistent issue of housepoints. The boarding house parents liaise regularly with school staff about boarders' behaviour and support effective implementation of the behaviour policy within boarding.

### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; NMS 16]**

- 2.19 The school meets the standards.
- 2.20 The school implements a clear policy with regard to the definition and management of bullying. The policy and procedures form the basis of regular staff training. There are weekly reviews of pupil behaviour and wellbeing. Pupils receive guidance about bullying in PSHE lessons, form times and in assemblies. They understand the different types of bullying including online, physical and verbal. They are clear that they must speak to a trusted adult if they experience or observe bullying. Pupils state that there is very little bullying in the school and that staff deal with any issues quickly and fairly. This is confirmed by records of bullying. Behaviour records identify clearly any behaviour that could be considered to be bullying. This enables leaders to monitor and manage bullying effectively without delay. Clear actions are put in place including support for all pupils involved and liaison with parents. Where necessary, the school's procedures for exclusion are implemented appropriately.

**Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14; NMS 20]**

- 2.21 The school meets the standards.
- 2.22 Appropriate supervision is in place throughout the school including in boarding. The school has installed an additional bell in the boarding house since the previous inspection to ensure that boarders can contact the duty member of staff including during the night. Boarders are clear about how to contact duty staff at any time.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 9]**

- 2.23 The school meets the standards.
- 2.24 The school has a suitable risk assessment policy which details how to conduct risk assessments effectively. This now includes appropriate risk assessment in relation to safeguarding, in particular the needs of individual pupils who are vulnerable. Staff are aware of the risk assessment policy and procedures. They conduct risk assessments appropriately including in relation to safeguarding, the needs of pupils who have SEND and matters of serious poor behaviour. The school reviews any incidents that occur systematically in order to ensure that lessons are learnt, and risk assessments revised if required.

**Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.25 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]**

- 2.26 The school meets the standards.
- 2.27 The school's complaints policy provides a suitable three-stage process which enables informal and formal complaints to be raised. This includes a third stage which allows a complaint to be considered by a panel of at least three members, one of whom must be independent of the management of the school. Clear timescales are indicated for the management of complaints at each stage. These are implemented appropriately by the school. Any concerns or complaints are recorded in detail including any actions taken and whether the complaint was upheld, including whether a complaint involved boarding. The proprietor is informed of all concerns and complaints. Parents wishing to make a complaint are directed to follow the school's complaints policy and procedures.

**Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]**

- 2.28 The school meets the standards.
- 2.29 The proprietor has ensured that the school has implemented its action plan fully, so that the school now meets the standards consistently. Policies and procedures have been updated appropriately, including in boarding. Effective procedures for monitoring all aspects of compliance are in place including arrangements to ensure the welfare, health and safety of pupils, including boarders. Suitable training has been implemented so that leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.



## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the principal, senior leaders and other members of staff and met with the proprietor. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.