



ISI Independent
Schools
Inspectorate

BROOKES CAMBRIDGE SCHOOL

REGULATORY COMPLIANCE INSPECTION

27 TO 28 SEPTEMBER 2016



School's Details

Full Name of School	Brookes Cambridge School
DfE Number	935/6065
EYFS Number	EY454671
Address	Flempton Road Risby Bury St Edmunds Suffolk IP28 6QJ England
Telephone Number	01284 760531
Email Address	enquiries@brookescambridge.org
Head	Mrs Carole Beedham
Proprietor	Mr David Rose
Age Range	17 months to 13
Total Number of Pupils	98
Gender of Pupils	Mixed
Early Years Foundation Stage	39
Pupils' Ability	The school does not use standardised tests. However, its own assessment indicates that the ability of pupils is broad but generally above the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is four. They require support for autistic spectrum disorder, severe development delay and dyslexia. Two pupils have a statement of special educational needs or an education, health and care (EHC) plan. Four pupils have English as an additional language (EAL) but none requires specialist support for language skills.
History of the School	Brookes Cambridge developed out of Cherry Trees Preparatory and Montessori School on the existing site in 2015. Brookes Cambridge is part of Brookes Education Group, which owns and operates a number of international independent schools globally.

School's Details

Ownership and Governing Structure	The Brookes Education Group board comprises directors representing the five schools owned and managed in the USA, Canada, South Korea and the UK. The UK Director and proprietor reports to this global board.
School Structure	Brookes Cambridge currently provides independent education for day pupils aged from 17 months to 13 years. Pupils are taught in single age groups from the EYFS onwards.
Inspection Dates	27 to 28 September 2016

About the Inspection

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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 following their inspection 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 and any concerns about quality identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and, as such, 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.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the 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

In the junior school, the school uses its own framework to determine attainment, instead of the national framework.

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 pupil performance is in place.

The standards relating to the quality of education [paragraphs 14] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

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.

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

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

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

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.

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

PART 6

Provision of information

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 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school 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 school's website.

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

PART 7

Manner in which complaints are handled

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.

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

PART 8

Quality of leadership in and management of schools

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.

The standard relating to leadership and management of the school [paragraph 34] is met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years provision

The overall effectiveness of the early years provision is outstanding. Children under two make excellent progress against their starting points and are well prepared for the next stage of their education. The setting is well resourced, both indoors and outdoors, which provides the children with an interesting and stimulating range of learning opportunities. Every child, including those with SEND, is well provided for as the learning experiences are individually tailored to their specific needs and particular interests. Children demonstrate excellent personal development for their age; they are happy in the setting, confident to try new things and interact well with each other and their teachers. The safety and welfare of the children is given the highest priority by all staff, and all the requirements related to this area have been met successfully. Staff are valued by the management of the setting and their individual skills are used effectively to develop and enhance the children's learning experiences. A clear direction for the development of the setting and the review and embedding of all policies and procedures successfully meets a recommendation from the previous inspection.

Effectiveness of leadership and management

The effectiveness of leadership and management is outstanding. Managers at all levels, including the proprietor share a clear vision for improvement and have high expectations of themselves, the staff and for the children. A structured process for training, performance management and supervision is in place, which enables staff to improve their own skills and discuss the children in their care. The use of an online tracking system allows staff and parents to be actively involved in the children's education and progress and the school is quick to act upon suggestions where appropriate.

The curriculum is stimulating and facilitates the attainment of high standards. It includes in-depth provision for the teaching of each child and covers all the requisite areas of learning in the prime areas of physical, communication and language and personal, social and emotional development. The curriculum is overseen by managers and meets the individual needs and interests of every child. Through regular detailed observation and an analysis of data practitioners and managers ensure that every child is making the necessary progress and that they are well prepared for the next stage of their education. Where appropriate, interventions are put in place to support or extend the children's learning.

Leaders and managers successfully fulfil their responsibility to ensure that the setting provides for all children whatever their background or particular needs. This ensures that all children succeed equally. Behaviour management is approached positively; the staff demonstrate consistent expectations and are excellent role models. As a result, the children's behaviour is of a high standard at all times. Measures to counter bullying are used consistently by all staff. The setting recognises the need to promote fundamental British values and provision for this is woven successfully into all aspects of the school day including assemblies, at lunch and discussions, which come out of the learning experiences.

The proprietor, leaders and managers have a clear understanding of their responsibility to meet the statutory requirements of the EYFS, including welfare and safeguarding and preventing radicalisation and extremism. A comprehensive training programme and strong focus in this area has ensured that all requirements are met. Clear procedures are in place and staff demonstrate excellent awareness of their responsibilities and duties under safeguarding requirements. The responses to the parent pre-inspection questionnaire indicated that the vast majority of parents are satisfied with the care and education their children receive. All parents who responded felt that the school met their child's pastoral and welfare needs well and actively promoted values of democracy, respect and tolerance of those with different needs. A small minority of parents expressed reservations about how easily they can access information about school policies and routines and how rapidly the school responds to their concerns or questions. Inspectors found that the school provides a suitable range of information through the school website and regular newsletters. All policy documentation is accessible through the school website directly or on request from the school office.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is outstanding. Dedicated and enthusiastic staff understand how children learn and develop and share high expectations. Their experience and knowledge ensure that children are inspired to do their best. The practitioners know their children extremely well and adapt their focus to meet differing needs. They ensure that the learning experience is fun and that activities reflect the particular interest and aptitudes of each child. For example, the class role-play areas and activities around them are often developed and changed to support the interests of the children and provide appropriate challenge. Assessment is used effectively to clarify what the children can already do and understand, although the school's new baseline assessment when children enter the setting is still in the early stages of development. Parent's views are welcomed to inform planning to develop particular interests when the children first join the setting. Careful observations and continual tracking allow staff to meet the needs of each child. In cases where children are not meeting age appropriate expectations, support is put into place enabling good levels of progress to be made. For those children who are exceeding expectations, learning experiences are provided that challenge and develop their thinking. Relationships between the children and staff are excellent. Teachers know when to intervene in the children's play and exploration and use skilful questioning to extend, offer support or praise the children's efforts. Daily communication with parents builds confidence and knowledge about how their children are learning and make it clear what they can do at home to support this.

The setting has successfully created a learning environment where all children have easy access to the imaginatively used resources whatever their ability or need, enabling them to develop their independence as seen when children choose their own activities as they arrive in the morning. The staff provide a holistic approach to care. They encourage children to be active learners, make their own choices and work things out for themselves. All children have easy access to the outdoor environment, which provides a wide range of opportunities for age appropriate problem solving and challenge as seen when the children on a nature walk were able to develop their co-ordination skills on the climbing frame, counting steps and reaching their target of coming down the slide.

Across the age range staff constantly look out for opportunities to stimulate the children's interest and build upon their skills. The positive results were evident as one of the youngest children found and identified an acorn and shared it with the older children. The staff extended the learning by modelling the word back, and identifying the tree it came from. The children's learning experiences are well planned and meaningful; as a result the children are developing high levels of independence for learning. They are well prepared for the next stage of their education.

Personal development, behaviour and welfare

The personal development, behaviour and welfare of the children are outstanding. Children under two enjoy their learning and show great delight when achieving their aims. They approach their learning with great confidence and are happy to try new things, being well supported by adults who act as excellent role models. Their efforts are appropriately praised which leads to a positive and vibrant atmosphere in which the children learn effectively and use their imagination. Even the youngest children show high levels of independence as adults stand back and let them try new things, only intervening when necessary. This was seen at nap time when the children organised themselves by managing their own toileting needs, removing their shoes and preparing their sleep mats on the floor.

New children settle quickly due to the generous staffing levels, a sharing of information between home and school and a well-structured entry programme. Children are assigned a key worker, who takes responsibility for their learning and care. The relationships that develop between the child, their family and the key person are excellent. This supports the child to feel emotionally secure and supports their other development needs. Parents contribute to the checks when their child is two, to next steps for learning, comment on reports and liaise regularly with their key person. This ensures that at each transition the child and family are well prepared for the next set of challenges.

The setting encourages prompt and regular attendance and takes appropriate action when children are not in school. The staff successfully model a consistent and positive approach to the encouragement of good behaviour. This is reflected in how the children respond to one another, treating each other with respect and supporting each other in a gentle way. Children learn to manage their own feelings when things go right or wrong with the sensitive support of the staff. As a result, children are well prepared to respect others and contribute to wider society and life in Britain.

Important life skills are developed in order to help them care for themselves. For example, on a nature walk the staff encouraged the children to move safely and helped them identify objects, explaining why they should not touch the mushrooms and berries. They show that they are beginning to understand how to manage risks as they move around the site and cross the road. Healthy lifestyles are encouraged through opportunities to take regular exercise and choose healthy options at lunchtime from the salad bar. The children's personal, social and emotional development is a strength; the children are caring, polite, enthusiastic and very happy. From a very early age they learn how to support their friends as was seen when a child of 17 months was painting at an easel. One of her friends noticed she was painting off the paper and gently showed her where to keep her brush. The result was pleasure for both of them when admiring the finished picture. These are all valuable skills that help to prepare them for life in the wider world.

Outcomes for children

The outcomes for children are outstanding. Children progress very well from their starting points including those with SEND. The youngest children demonstrate great enthusiasm for their learning and enjoy exploring their environment and interacting with their peers and the older children. They show good communication skills, both with other children and adults and are emotionally and physically secure. They show high levels of engagement and display excellent skills for their age across all areas of learning as seen as they explore shape during an activity where they used stamps to identify circles and then find other objects that were the same.

Most children reach the expected levels of development typical for their age and where this is not the case early interventions provide the support needed to narrow any gaps in the child's learning. By the end of the EYFS the vast majority of children meet the expected levels of development and many exceed expectations. The children are well prepared for the next stage of their learning.

Compliance with statutory requirements

The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendation(s) for further improvement

The school is advised to make the following improvement(s) to its provision for children in the early years.

- Develop the baseline assessment structure in line with the whole school assessment process.

About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the proprietor. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Diane Gardiner

Reporting Inspector

Mrs Katie Braniff

Compliance Team Inspector (Head of Lower School,
IAPS school)

Mrs Anne Robinson

Team Inspector for Early Years