



ISI Independent
Schools
Inspectorate

Additional Inspection Report

Brooke House College

April 2023

School's details

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|---------------------------------|--|----|-------------------|-----|
| 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 Ian Smith | | | |
| Managing director | Mr Giles Williams | | | |
| Proprietor | Mrs Joan Williams | | | |
| Age range | 11 to 19 | | | |
| Number of pupils on roll | 234 | | | |
| | Day pupils | 16 | Boarders | 218 |
| | Seniors | 97 | Sixth Form | 137 |
| Date of inspection | 28 April 2023 | | | |

1. Introduction

Characteristics of the school

- 1.1 Brooke House College is an independent co-educational day and boarding school situated in Market Harborough. The school is overseen by a single proprietor, supported by an advisory board. Boarding provision is available from Year 7 and there are nine boarding houses, four of which are situated on the main school campus and the others across the town. The school has eight pupils who require support for special educational needs and/or disabilities (SEND). No pupils have an education, health and care (EHC) plan. There are 160 pupils who speak English as an additional language (EAL). The previous inspection was an educational quality and focused compliance inspection, which took place in September 2021, followed by a progress monitoring inspection in February 2022.

Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding 2022.

| Regulations which were the focus of the inspection | Team judgements |
|---|-----------------|
| Part 3, paragraph 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8, 11, 12 and 22 | Met |
| Part 3, paragraph 11 (health and safety); NMS 9 | Met |
| Part 3, paragraph 13 (first aid); NMS 7 | Met |
| Part 3, paragraph 14 (supervision); NMS 20 | Met |
| Part 3, paragraph 15 (admissions and attendance) | Met |
| Part 3, paragraph 16 (risk assessment); NMS 9 | Met |
| Part 5, paragraph 30 (boarding accommodation); NMS 4 | Met |
| Part 6, paragraph 32(1)(c) (provision of information) | Met |
| Part 7, paragraph 33 (complaints); NMS 14 | Met |
| Part 8, paragraph 34 (leadership and management); NMS 2 | Met |

2. Inspection findings

Welfare, health and safety of pupils – safeguarding and safeguarding of boarders; boarders' induction and support and contact with parents; educational guardians [ISSR Part 3, paragraphs 7 and 8; NMS 8, 11, 12 and 22]

Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 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

- 2.3 The school meets the standards.
- 2.4 The school implements its safeguarding policy effectively and has suitable systems in place to listen to children, including the high proportion of pupils with EAL. Pupils confirmed at interview that they have many people to whom they can speak, that they would do so if they had any concerns, and that action would be taken if needed. Records of safeguarding support this view. Pupils appreciate the mentoring system now in place, which provides an allocated member of staff to support them individually. The designated safeguarding lead (DSL) and her team of DDSLs have up-to-date training at the advanced level. They oversee the welfare of all pupils in the school, including those in the football academy and in boarding. Other staff are effectively trained in safeguarding. In discussions, staff demonstrated suitable understanding of the school's policy, awareness of the requirements of statutory guidance, and an appropriate commitment to the welfare of the pupils. Staff understand the staff code of conduct and say that they would use the whistleblowing procedure and declare any low-level concerns about their colleagues without hesitation.
- 2.5 Records confirm that the school acts appropriately if there are any concerns about a pupil and refers to the local authority for advice when necessary. Responses to any incidents of child-on-child abuse are prompt and suitable. The school confirms that it would take appropriate action if any incidents occurred outside school. The school educates pupils effectively about their mental health and has increased provision in this area recently. An appropriate scheme of work encourages self-reflection, breathing techniques and resilience and the school has provided quiet spaces for pupils. Pupils are suitably educated about online safety and the school effectively filters and monitors the internet.
- 2.6 Members of the advisory board are trained appropriately in safeguarding. They provide effective oversight on behalf of the proprietor. When serious incidents occur, the proprietor ensures effective review of the incident is undertaken and any necessary steps are taken to improve the school's safeguarding measures. A suitable annual review of safeguarding is held.
- 2.7 Boarders say that they are part of a welcoming and diverse community where they are treated with respect and care and get along very well with each other. They do not feel discriminated against and say that the school promotes inclusion. This is confirmed by records of behaviour and observation of pupils' social interactions. All staff demonstrate an appropriate awareness of the increased vulnerability of boarders, especially when they are newly arrived. There is an appropriate induction process for all new boarders which is delivered at several points in the year. The boarding handbook, provided at induction, is comprehensive and written in clear and simple English. It gives boarders access to all the information they need, including how to access external sources of support should they require them. It is currently being revised to enable translation for pupils who arrive with limited English with effective plans to provide this from September 2023. Boarders have access to an independent listener. The school organises transport to and from the school for pupils using their own

vehicles and drivers, including to and from ports of entry to the UK with suitable safeguards operating to ensure pupils' safety up to the point of departure. Boarders report that they can contact their parents at suitable times and do so regularly. Guardianship arrangements made by parents, in consultation with agencies responsible for recruiting pupils, are effectively monitored by the school.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; NMS 9]

- 2.8 The school meets the standards.
- 2.9 The school has a suitable health and safety policy, which is effectively implemented. A recent health and safety review by the advisory board has confirmed that effective arrangements exist for implementing a critical incident plan.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13; NMS 7]

- 2.10 The school meets the standards.
- 2.11 The school has a suitable first aid policy, which is implemented effectively. It ensures that appropriate medical care from suitably qualified staff is in place for boarders who are unwell. There is a registered school nurse who is on site during the school day and boarding staff have access to local out-of-hours medical services. The school ensures that boarders have access to local medical, dental and optometric services. Appointments, including those to services such as the child and adolescent mental health service (CAMHS) are facilitated by the school nurse, though pupils may visit the local health centre independently if they wish. The school also enables private counselling where appropriate. All families of overseas pupils are now required to complete the forms necessary for registration with the National Health Service before applying for a visa to come to the school. This is effectively designed to ensure that each pupil is registered with a local general practitioner. In the very few cases where pupils are not yet registered, the school has effective plans to deal with any emergency. Pupils are well educated about healthy lifestyles and those in the football academy have access to physiotherapy. These pupils receive suitable advice on their aspirations and possible future careers, including any need to adjust their expectations.

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

- 2.12 The school meets the standards.
- 2.13 Pupils are appropriately supervised during the school day and during evenings and weekends. Those in the football academy are suitably supervised when away from school for training or matches. There are always sufficient boarding staff in place to ensure effective supervision of boarders. Boarders confirm that they feel safe and secure in their boarding environment, know which adults are on duty and can always find an adult if necessary, including at night. Scrutiny of arrangements confirms that they support this view. The school reviews its supervision arrangements appropriately following any incidents.

Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15]

- 2.14 The school meets the standard and the requirements.

- 2.15 The school keeps appropriate records of admissions, which record the home addresses of both parents and their contact details, including those to use in the case of an emergency.

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

- 2.16 The school meets the standards.
- 2.17 The school implements a suitable risk assessment policy effectively. In particular, it now produces risk assessments for vulnerable pupils, including when in transit to and from ports of entry in the UK. These demonstrate appropriate ways of minimising risks to those who have limited English or demonstrate any cultural traits, which inhibit them from sharing their concerns with adults.

Premises and accommodation – boarding accommodation [ISSR Part 5, paragraph 30; NMS 4]

- 2.18 The school meets the standards.
- 2.19 Boarding accommodation is suitable for the pupils, is protected from access by unauthorised persons and is reserved for use by the pupils who occupy it. Boarders confirm that they feel safe and secure in the boarding environment.

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

- 2.20 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]

- 2.21 The school meets the standards.
- 2.22 The school has a suitable complaints policy and keeps an effective log of formal complaints. There have been no formal complaints since the previous inspection.

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

- 2.23 The school meets the standards.
- 2.24 The proprietor ensures effective oversight so that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met. They actively promote the wellbeing of the pupils, including those who are members of the boarding community and those in the football academy.

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 and the National Minimum Standards for Boarding Schools 2022, 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 talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mrs Kate McCarey

Reporting inspector

Mr Gerald Silverlock

Assistant reporting inspector