

# Inspection of BRIT School for Performing Arts and Technology

60 The Crescent, Selhurst, Croydon, Surrey CR0 2HN

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Inspection dates:	19 and 20 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

This is a school where pupils thrive and flourish. Pupils, especially those with special educational needs and/or disabilities (SEND), immerse themselves in their educational passion here. Teachers guide pupils expertly to master and refine their skills across subjects. As a result, pupils are successfully prepared for their next educational steps and, when ready, to enter industry.

Pupils love to learn here. From the moment they begin at BRIT, pupils respond positively to the school's very high academic and behavioural expectations. The school helps pupils to learn together and to develop leadership skills. These qualities are role modelled by students in the sixth form, who exhibit responsibility, teamwork and empathy. This creates a school culture that simulates a professional workplace. Within this safe space, pupils know that they can be themselves, and that they are free from prejudice.

The school provides exemplary enrichment opportunities that deepen pupils' understanding of their studies. For example, theatre students regularly visit many London theatres and all pupils in Years 10 and 12 complete relevant work experience placements.

The school also prioritises pupils' mental health. The personal development curriculum is tailored carefully to the school's context. These classes help pupils to debate relevant moral issues sensitively and to navigate a life in the arts with confidence.

## **What does the school do well and what does it need to do better?**

The school achieves its aim to prepare pupils for a career in the creative industries, should they choose to pursue one. All leaders work closely with employers relevant to the courses that the school delivers. The school refines and grows the curriculum in response to this work. It provides a unique and distinctive curriculum that meets pupils' needs and prepares them for industry. For example, as part of the interactive digital design course, students learn web and graphic design, motion graphics and animation.

Leaders ensure that pupils in Years 10 and 11 have access to a broad curriculum, including arts subjects beyond their specialism and the option to study the English Baccalaureate combination of subjects. This breadth and quality allows pupils to change their main specialism if necessary and for sixth-form students to study subjects including English and mathematics at university.

Across all subjects, the school has organised the curriculum so that pupils build their skills and knowledge systematically. Pupils are highly engaged and learn effectively in their specialism (known as 'strand') and in national curriculum subjects. For example, in GCSE history and in dance, teaching constantly checks that pupils understand what they have been taught, and that pupils are engrossed in learning. Teachers have expert knowledge. They build pupils' understanding securely, whatever their starting points.

Pupils from different strands collaborate meaningfully and lead projects, deepening their understanding of their future careers. For example, Year 13 production arts students

follow a timetable that mirrors a professional working day. Through this, they produce, organise and run a two-act musical theatre show. This involves set design and construction, costume making, stage management and live sound. Music technology students then record and mix the performance.

When ready, pupils use professional standard facilities to enhance their learning. By the end of their time at the school, students in the sixth form are equipped with the industry knowledge and learning behaviours that they need to be successful.

Pupils are mature and work hard independently. The school provides help and guidance for pupils who require additional emotional and well-being support. This includes a team of on-site professional counsellors. Pupils actively support each other's well-being and their attendance is very high.

The school supports pupils with SEND particularly well. Staff know the individual learning needs of each pupil with SEND and identify any emerging SEND needs where necessary. Teachers then adapt resources effectively to ensure that pupils with SEND excel and perform in line with their peers. The school gives the small number of pupils who struggle with their reading effective support.

The careers department has enduring links with many employers across the arts. The department provides exceptional work experience opportunities, which the school allocates fairly to all pupils. Pupils have access to individualised careers advice while at the school and after they leave. Pupils past and present make regular use of this excellent resource. Pupils in Years 10 and 12 take part in extensive community outreach work, as part of 'Brit Reach'. Through this, pupils are encouraged to take an active role in the local community.

Those responsible for governance visit the school regularly and make sure that leaders are held to account for all of the work that they do. In addition to their roles liaising with industry and raising funds, trustees also ensure that pupils are safe and that they receive an excellent education.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101849
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10323296
<b>Type of school</b>	Technical
<b>School category</b>	City technology college
<b>Age range of pupils</b>	14 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,436
<b>Of which, number on roll in the sixth form</b>	1,000
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Josh Berger
<b>Principal</b>	Stuart Worden
<b>Website</b>	<a href="http://www.brit.croydon.sch.uk">www.brit.croydon.sch.uk</a>
<b>Dates of previous inspection</b>	14 and 15 June 2023, under section 8 of the Education Act 2005

## Information about this school

- The BRIT School is a specialist City Technology College. Pupils and students join the school in Year 10 or in Year 12 having previously been to maintained schools, independent schools or home educated. The school is state funded, augmented by the BRIT Trust and other commercial sponsors. Pupils are selected based on their capacity to acquire and improve knowledge and skills in the arts.
- The school does not currently make use of alternative education provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the principal and other senior leaders. The inspectors met with leaders with responsibility for pupils with SEND, safeguarding, behaviour, attendance and pupils' wider development.
- The inspectors met with trustees.
- The inspectors carried out deep dives in these subjects: mathematics, English, music and music technology, interactive digital design, visuals arts (including design and fashion, styling and textiles) and dance. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the respective responses to Ofsted's online surveys for parents and carers, staff and pupils.

## Inspection team

Guy Forbat, lead inspector	His Majesty's Inspector
Jason Ofori	Ofsted Inspector
Sam Johnson	His Majesty's Inspector
Heidi Swidenbank	Ofsted Inspector
Russell Bennett	His Majesty's Inspector
Mark Smith	His Majesty's Inspector

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