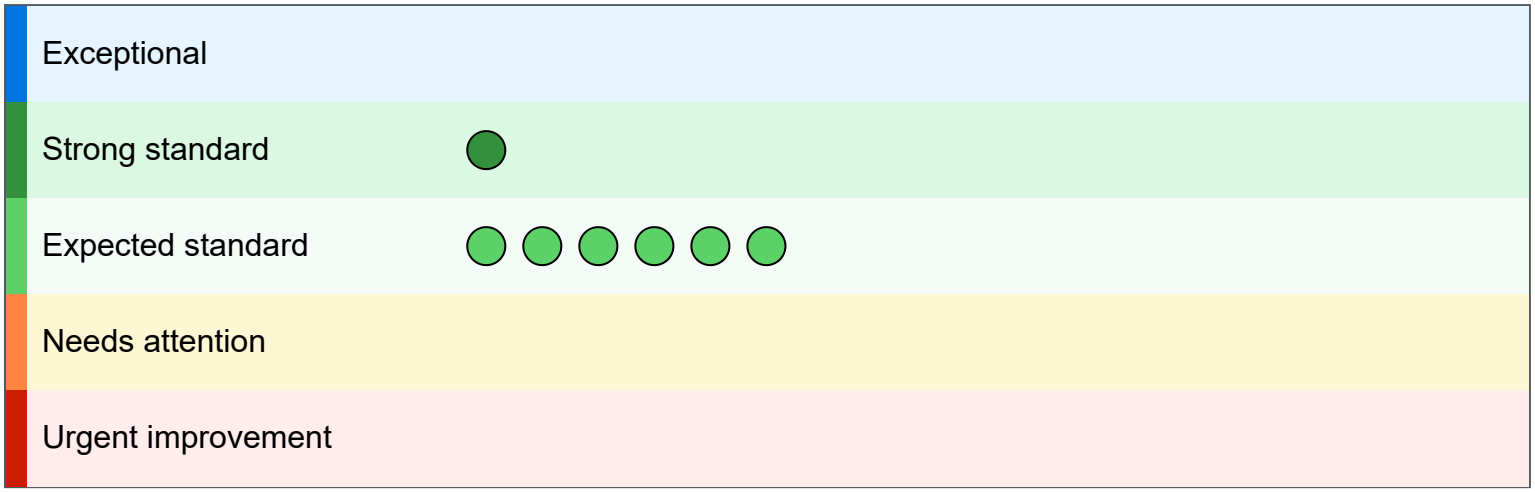
Brockhill Park Performing Arts College

Address: Sandling Road, Saltwood, Hythe, Kent, CT21 4HL

Unique reference number (URN): 137458

Inspection report: 20 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard

Leaders have created a cohesive personal development programme that runs through the curriculum. It is carefully designed to meet the needs of pupils, including the most vulnerable. Pupils have respectful attitudes to different cultures and faiths. They develop a mature understanding of fundamental British values and the characteristics that are protected by law. Weekly assemblies allow pupils to engage thoughtfully with local and national issues that are important to them. Pupils' personal safety threads through the personal, social and health education curriculum. Consequently, pupils know the risks associated with being online and how to maintain a healthy lifestyle. Pupils develop a detailed knowledge of what a healthy relationship looks like.

Leaders have grown the provision to support pupils' positive mental health. For example, pupils learn to better manage anxiety associated with examinations through themed assemblies. Pupils value the help provided by pastoral staff, when they have worries about school or difficulties managing friendships.

The thoughtful careers programme provides pupils with an informed understanding of their choices for GCSE and how these subjects will inform their next steps at post-16 and beyond. Careers guidance, ongoing careers education, visits to universities and meaningful work experience give pupils the knowledge they need to help them achieve their ambitions. Consequently, all pupils who leave the school progress on to further education, employment or training.

The school offers a diverse range of clubs. This means that there is something for everyone. The working farm and performing arts provision are impressive and significant parts of the school's personal development offer. All pupils take part in animal care and welfare and see being a young farmer as part of their daily lives. The performing arts provide enriching opportunities to develop skills in team work and oracy. These opportunities are open to all. Pupils with special educational needs and/or disabilities and those who are disadvantaged participate and benefit fully.

Expected standard

Achievement

Expected standard

Published outcomes in national examinations do not reflect pupils' wider achievement across the curriculum. The broad vocational offer, including in the sixth form, alongside the academic curriculum, enables pupils to achieve well in qualifications. This supports them to move successfully on to the next stage in their education or training. As a result of the carefully crafted curriculum, pupils with low prior attainment and disadvantaged pupils achieve in line with national averages. This has shown improvement over time. The work produced by pupils shows that they are securing detailed knowledge as they progress through the school. Pupils with special educational needs and/or disabilities and disadvantaged pupils typically achieve well from their starting points.

The school has taken effective action to identify other groups who are not yet achieving as well as they should be. Leaders have taken appropriate steps to improve outcomes. Consequently, pupils typically demonstrate secure knowledge of the curriculum as shown by the work they produce.

Attendance and behaviour

Expected standard

Leaders have taken effective action to improve pupils' attendance over time. They analyse trends in attendance closely and take swift action to tackle absence. Leaders identify pupils who need additional support to help them to attend well. This has included expanding the emotional support provided to pupils. The school has implemented a range of strategies to support pupils with low attendance, including those who are new to school. As a result of leaders' actions, overall attendance is now in line with national averages and the persistent absence of pupils has reduced significantly. Pupils with special educational needs and/or disabilities (SEND) attend better than pupils with SEND nationally.

Pupils behave well in lessons and during social times. They demonstrate typically positive attitudes to their learning. Leaders have established clear expectations for pupils' behaviour. These are understood well by pupils and applied consistently by staff. This results in a calm learning environment, where discrimination of any kind is not tolerated. Pupils are polite and demonstrate respectful attitudes to staff. Incidents of bullying are tackled well through the school's restorative approach. This enables pupils to reflect on their behaviour choices. Pupils, particularly those with SEND, value this approach in helping them to make positive changes to their behaviour.

Curriculum and teaching

Expected standard

Leaders have a detailed knowledge of the quality of the school's broad curriculum offer. The curriculum is designed to suit the needs of the pupils in the school and to prepare them well for their next steps. This includes opportunities to study vocational qualifications in agriculture and animal management on the school’s working farm.

The school’s curriculum is well planned. It develops pupils’ knowledge and skills over time. Leaders have constructed an evidence-informed approach to teaching. They have developed a professional learning programme to ensure that staff have the knowledge and skills needed to teach the curriculum effectively.

The curriculum is generally taught well. Teachers have secure subject knowledge and present material clearly. Teachers check what pupils know at the end of a unit of learning so that gaps can be identified and addressed. For example, teachers check and identify where pupils have gaps in their foundational knowledge of reading, writing and mathematics. Subsequently, pupils receive support to help them improve their knowledge and skills across the curriculum. This helps them to catch up quickly. However, some teachers do not always consistently check for misconceptions within lessons. This means that some pupils do not develop a secure understanding of important concepts before moving on to new learning.

Learning activities generally support pupils to learn the curriculum well. However, at times, some adaptations to learning do not support pupils with special educational needs and/or disabilities to access the curriculum fully.

Inclusion

Expected standard

Leaders have developed an inclusive environment to support pupils, who may face barriers to their learning, to thrive. Leaders have high expectations for pupils and as such, all pupils follow a broad curriculum that is well matched to their needs. The school works closely with external agencies and its feeder primary schools to identify pupils' individual needs when they join the school. Regular training for staff supports them to identify where pupils may need additional help with their learning. This allows leaders to put individual support in place, including appropriate use of alternative provision.

Teachers typically support pupils' individual learning needs well in lessons. The adaptations that teachers make are generally effective at removing pupils' barriers to learning. However, adaptations are not used consistently well by all staff.

Leaders frequently monitor how well disadvantaged pupils and those with special educational needs and/or disabilities are achieving academically and personally. They know where support and adaptations are having the most impact for pupils. Where there is more to do, leaders change their approach. This includes the use of additional funding to give pupils access to trips that supports their learning across the curriculum.

Leadership and governance

Expected standard

Leaders have a detailed understanding of the school’s context and are deeply passionate about providing a high-quality education for its pupils. They are driven to ensure that pupils feel like they 'belong to something bigger'. Improvement priorities stem from leaders’ analysis of the school’s work and their ongoing review of its provision. Leaders have taken effective action to improve achievement for all groups of pupils.

Governors and trustees fulfil their statutory duties well. They are knowledgeable about the school and provide an appropriate balance of support and challenge. Governors share leaders’ drive to improve outcomes for pupils. While celebrating leaders' actions to improve attendance, they are determined to challenge leaders to improve this further.

Leaders work closely with other schools. For example, the school shares its strengths and expertise in the performing arts. The dance outreach programme is highly popular in the local community. It enables a number of primary pupils to benefit from the school’s expertise. Similarly, the school supports local primary pupils with special educational needs and disabilities with its farm provision.

Leaders have strengthened the school's professional learning programme. It is closely linked to the school's improvement priorities. Early career teachers are well supported and benefit from the school's wider development programme. Staff feel valued and are positive about the support they receive from leaders in managing their workload.

Post 16 provision **Expected standard**

Leaders have a secure understanding of the quality of provision at post-16. They have carefully considered the students' needs in developing a broad curriculum offer across academic, vocational and technical qualifications. The curriculum is well planned, building on what students learn at key stage 4.This means that students are well prepared for their next steps. The on-site farm offers students opportunities to develop skills in agriculture and animal management. This prepares them well for these chosen pathways.

The curriculum is generally taught well at post-16. Staff demonstrate secure subject knowledge. They check how well students are progressing through the curriculum through thoughtful questioning. This is used to identify where teachers need to revisit more complex ideas to support students' understanding.

The achievement of students in academic qualifications is below the national average. Students generally achieve well in vocational qualifications and above national averages in technical qualifications. Typically, students demonstrate secure and detailed knowledge across the curriculum. This helps to prepare them well for further education or training.

The school's high-quality programme helps to prepare students for the future and equip them with the knowledge and skills they need to succeed in later life. Students benefit from a wide range of opportunities. For example, opportunities to be peer mentors for younger pupils. Pupils particate in the Duke of Edinburgh's Award. These opportunities help students to develop into responsible young people, who make a positive contribution to their community.

What it's like to be a pupil at this school

Pupils at Brockhill Performing Arts College are articulate and thoughtful young people. They value the support they have been given to ‘be themselves’. The wide offer for the performing arts allows pupils to flourish. It provides many pupils, including those who are disadvantaged, with opportunities that they may not ordinarily have access to outside of school.

Pupils benefit from the school's broad curriculum. It enables them to study subjects that interest them. As a result, pupils enjoy learning. For example, as part of the school’s working farm, pupils benefit from lessons in animal management and agriculture. Although some pupils do not achieve as well as they could in national examinations, the range of vocational qualifications helps to prepare pupils well for the next steps in their education. Pupils with special educational needs and/or disabilities benefit from adaptations that are made to their learning. This helps them to access the school's ambitious curriculum.

Leaders invest heavily in the personal development of its pupils. This includes an extensive list of clubs as well as cultural and sporting trips locally and abroad. The school carefully monitors attendance at clubs and trips to ensure that all pupils benefit fully from this offer. Pupils learn the importance of helping others through weekly collections for the local foodbank.

Pupils behave well in lessons and during social times. They demonstrate positive attitudes to their learning. Leaders have high expectations for pupils' conduct. These expectations are implemented well by staff. Pupils show respect for their teachers and visitors. The calm environment means that pupils feel safe in school. Where instances of bullying are reported, the school's restorative approach ensures that these are handled well. As a result of the school's focus on attendance, pupils attend regularly.

Next steps

• The school should continue its work to ensure consistency in teaching approaches, including adaptations for pupils with special educational needs and/or disabilities, to ensure that all pupils can achieve well overall, including in national examinations.
• Leaders should continue to improve checks on learning in lessons so that teachers know what pupils have learned before moving on to new or more detailed learning, including in the sixth form.

About this inspection

This school is the only school in the Brockhill Park Performing Arts College Trust. The trust is overseen by a board of trustees, chaired by Marion Emptage.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, leaders from the school, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the chair of the board of trustees and others responsible for governance.

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.

The inspectors confirmed the following information about the school:

The school makes use of 2 registered alternative provisions.

Principal: Charles Joseph

Lead inspector:
Stephen Cattell, His Majesty's Inspector

Team inspectors:
Sarah Fowler, Ofsted Inspector
Cathy Reid, Ofsted Inspector
Philip Wayne, Ofsted Inspector
Jo Hygate, Ofsted Inspector
Dijana Piralic, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 20 January 2026

School and pupil context

Total pupils

1,358
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,384
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

33.61%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.55%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

15.98%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	24.0%	45.2%	Below
2023/24 (final)	14.4%	45.9%	Below
2022/23 (final)	26.2%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	37.3	45.9	Below
2023/24 (final)	33.3	45.9	Below
2022/23 (final)	38.4	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.00	-0.03	Below
2022/23 (final)	-0.40	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	19.1%	25.6%	Close to average
2023/24 (final)	9.8%	25.8%	Below
2022/23 (final)	15.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	32.5	34.9	Close to average
2023/24 (final)	27.8	34.6	Below
2022/23 (final)	31.4	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.46	-0.57	Below
2022/23 (final)	-0.83	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	19.1%	52.8%	-33.7 pp
2023/24 (final)	9.8%	53.1%	-43.3 pp
2022/23 (final)	15.7%	52.4%	-36.7 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	32.5	50.3	-17.8

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	27.8	50.0	-22.2
2022/23 (final)	31.4	50.3	-18.9

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.46	0.16	-1.62
2022/23 (final)	-0.83	0.17	-0.99

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	95%	91%	Above
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	90%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	18.14	34.99	Below
2023/24 (final)	21.04	34.38	Below
2022/23 (final)	21.23	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.5	0.0	Below
2023/24 (revised)	-0.4	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.9%	8.1%	Close to average
2023/24 (3 term)	11.6%	8.9%	Above
2022/23 (3 term)	11.4%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	26.3%	21.9%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	37.5%	25.6%	Above
2022/23 (3 term)	37.0%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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