

# Brockwood Park School

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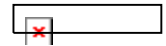
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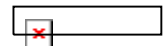
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**Introduction and summary**

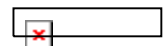


**Purpose and scope of the inspection**



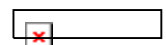
This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

**Information about the school**



Brockwood Park is an independent school and part of the Krishnamurti Charitable Foundation Trust. It is registered as a single school, but consists of two schools on separate sites, each with its own directors. The main site at Brockwood is an international, mixed boarding school for pupils aged from 14 to 19 years. The other, Inwoods School is on a separate site and is for day pupils aged 4 to 11 years who attend part-time for between one and five days a week, combined with home education.

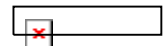
**Summary of main findings**



Brockwood Park is a distinctive school with clearly stated aims and an ethos based on the philosophy of J Krishnamurti. Both parts of the school, although separate geographically and in the nature of their intake and provision, offer high quality education to their pupils with a strong and effective emphasis on environmental awareness. The setting of both schools is conducive to learning and all members of the community contribute to sustaining this.

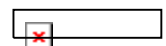
The senior curriculum is tailored to the needs of individual pupils, and external exams are offered at Advanced (A) and Advanced Subsidiary (AS) levels. Standards consequently vary from year to year. Relationships between pupils and each other and pupils and staff are very good. The daily routine provides frequent opportunities for pupils to contemplate, reflect and discuss. Acquisition of knowledge is accompanied by opportunities for pupils to develop their learning and thinking skills independently. There is considerable emphasis on self-evaluation and work is underway to develop greater consistency of assessment procedures across the curriculum. Pastoral care is of a very high standard. Pupils conduct themselves with grace and courtesy around the school, are welcoming to visitors and convey a strong awareness of their responsibility to others. The school is looking at means of providing a stronger induction programme for new staff. Both schools are well run and the routine works well on a daily basis.

### **What the school does well**



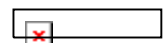
- it provides a highly effective and personalised curriculum for all students in the senior school;
- it encourages pupils to take responsibility for themselves, for others and for their community;
- it provides a well maintained setting and context in which to learn;
- it offers high quality education at Inwoods; and
- it successfully stimulates and fosters environmental awareness across the age ranges.

### **What the school must do in order to comply with the regulations**



- ensure that the attendance registers at Inwoods are completed in pen; and
- that a clear written policy for the appointment of staff is devised, understood and consistently implemented.

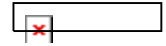
### **What the school must do to comply with the Disability Discrimination Act (DDA) 2002**



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

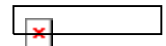
## Next steps



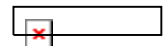
Whilst not required by the regulations, the school might wish to consider the following points for development:

- strengthen assessment procedures to ensure consistency of recording that enables pupils to make further progress in their chosen subjects; and
- provide a coherent induction process for new staff to provide more frequent opportunities for self-evaluation and appraisal.

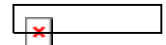
## Compliance with the regulations for registration



### 1. The quality of education provided by the school



#### The quality of the curriculum



In the upper school, every student is offered a personalised curriculum which is intended to meet their needs and aspirations. The educational philosophy distinguishes between outer learning (the acquisition of knowledge and skills) and inner learning (learning about oneself). The latter also places emphasis on the value of silence and reflection. Students follow a wide range of courses and may take up to six AS-level subjects in the first year of A-level, although not all subjects are offered for certification. General Certificates of Secondary Education (GCSE) are no longer offered but courses are pursued for that age group which generally follow the National Curriculum. Schemes of work have been developed in almost all subject areas, some of which are very detailed while others give a broad outline of aims and objectives. Greater consistency is needed to guarantee appropriate opportunities for all students to develop their learning. The personal, social and health education (PSHE) course is well designed.

Courses are designed specifically to meet the needs of individuals. Results in external examinations have varied over the last three years with strong performances in a range of subjects. However, external comparisons have little validity.

In the lower school, the curriculum is broad and balanced, and is closely matched to the needs and aspirations of all the pupils. Differentiated programmes are provided with detailed and specific objectives for non-academic programmes and for literacy and numeracy. These are clear and relevant for all pupils.

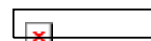
The curriculum in the lower school is broad, balanced and interesting. There is a clear focus on helping pupils to make progress in the key skills of speaking, listening, literacy and numeracy. History, geography and science are taught through integrated topics which are suggested by pupils.

Good links are made with other subjects. French is taught.

In the lower school, pupils attend for a varying number of days. Pupils are encouraged to write down themes and be self-directed in their choice of topics. There is a strong emphasis on oracy expression and comprehension.

Pupils are required to assist with tidying, cleaning, cooking, decision making and problem solving. They conscientiously carry out their tasks at morning breaktimes, and fully understand the need to observe appropriate hygiene.

### **The quality of the teaching and assessment**



Teaching is generally good. All but four of the twenty-seven lessons seen were good. The rest were satisfactory. No unsatisfactory lessons were seen. The lack of consistency across the courses and certain subjects means that the quality of provision is uneven. The school is working on assessment procedures that will enable teachers and pupils to have a clearer idea of where pupils are in their intellectual development and understanding of a particular subject, while preserving the aims and ethos of the school. Most assessment and feedback is verbal although occasionally there are helpful comments and corrections in books. In one or two classes pupils simply proceed with work set over a short- or longer-term period while the teacher helps them resolve specific difficulties.

Pupils are independent learners, who can think for themselves. They reflect upon the issues which arise and, as a consequence, respond in a methodical and measured way. Work seen in the upper school was of high quality, well differentiated and regularly checked. In a well prepared A-level English lesson based on an unseen passage from Graham Swift's 'Waterland', a combination of careful reflection and analysis enabled the students to unlock the text and exhibit critical insight of a high order.

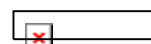
In the lower school, teachers meet briefly each day for curriculum planning and review. There are weekly staff meetings to discuss the timetable and teaching methods. The lesson plans outline the learning intentions, the activities, resources needed and an evaluation of the lesson to include a note on how to reinforce or extend the skill. The lessons are planned effectively.

In both schools, the teachers show a good knowledge and understanding of the subjects they teach. They challenge and inspire the pupils. An AS-level biology lesson offered students the opportunity to participate fully in exploring enzymes. The investigation was carefully conducted and attention to health and safety was very good.

### ***Does the school meet the requirements for registration?***

Yes.

## **2. The spiritual, moral, social and cultural development of pupils**



The international composition and background of the school and its pupils provide rich opportunities for spiritual, moral, social and cultural development. Built into the school's week are regular times for contemplation and reflection through silence, quiet or dialogue. Strong emphasis is placed on understanding right and wrong. Pupils work with each other, with staff and with the community as a

whole and this is mutual. There is also a strong emphasis on art, music and theatre. Pupils from the main school make presentations on their own cultures to those at Inwoods. Pupils accept a wide range of responsibilities whether for maintaining the environment, growing vegetables, studying herbs and their applications, refurbishing the recording studios or building the eco-kitchen, the last with the aid of a Millennium Grant. The eco-kitchen was designed and developed by pupils who had received training in handling eco-friendly materials, much of which came from the school's estate. It serves as a kitchen for boarders. The music studio underwent a complete transformation. Students wholly redecorated and re-equipped it this year, cleaning and painting it and restoring old equipment. It is now used for students to record their own music and to mount workshops in conjunction with visiting sound engineers. Pupils arrange musical events, visiting actors mount performances and the school has strong overseas links through the founder of the school in particular with India, and visits for exploration and trekking are a regular feature of the provision. Pupils visit local towns in term-time but there is less evidence of the local community visiting Brockwood.

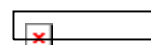
In the lower school, pupils are confident and have a high level of self-esteem. They engage fully in the activities, show respect for their classmates and use well-developed negotiating skills as they complete tasks and tidy up. The pupils are very well behaved. Written agreements are created with the pupils that consider not only the needs of the individual but also the needs of the whole group. Emphasis is placed on thinking not only as an individual but also as a community.

In the lower school the provision for moral development is very good. In both schools, the staff have high expectations of behaviour. Pupils are encouraged to take responsibility for their actions and distinguish right and wrong. Social development is also very good. All pupils are valued and their strengths celebrated. Adults demonstrate good social skills, for example how to work in pairs. In both schools, there is a strong sense of community and staff relate well to pupils. Pupils are encouraged to be confident and articulate. Pupils understand the value of silence and reflection. Each day starts with the opportunity to reflect and pupils think carefully before they respond.

***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



The school provides well for the welfare, health and safety of the pupils but needs to ensure that all policies are regularly reviewed and dated as well as readily accessible and understood. The new health and safety officer is in the process of auditing and improving the policies and practice at Inwoods and the upper school. Regulations relevant to fire practices and procedures, First Aid and child protection are fully complied with. The upper school is entirely comprised of boarders and there are no issues connected with attendance. The lower school registers need to be completed in pen. The admissions register is in order and is available in hard copy and in electronic form.

Although the school is paying great attention to ensuring a safe environment for its pupils, it has yet to fulfil its obligations on the selection and vetting of all staff. There are three to five staff daily at the lower school site to supervise all areas indoors and out. Recording forms are in place.

***Does the school meet the requirements for registration?***

No.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

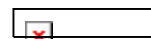
- ensure that the lower school registers are completed in pen (paragraph 3(9)).

***What does the school need to do to comply with the DDA?***

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

#### **4. The suitability of the proprietor and staff**



The board of trustees of the Krishnamurti Trust have overall responsibility for the schools and the school directors report to them. The school has worked hard to develop its appointment procedures and ensure compliance with the regulations but it has not yet entirely succeeded. It has particular problems in fulfilling these completely because of the international dimension. However, the school is aware that it is essential for all adults and mature students who come into contact with the pupils to be checked according to the required procedure.

***Does the school meet the requirements for registration?***

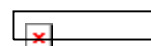
No.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that all possible steps are taken to follow the appropriate procedures in appointing staff (paragraph 4(c)).

#### **5. The suitability of the premises and accommodation**



The premises and accommodation are of high quality. All members of the community are actively involved in ensuring a clean, tidy and wholesome environment. The company secretary, the facilities manager, and those who work in the kitchen garden and grounds, ensure that pupils learn in a setting conducive to reflection, enjoyment and fulfilment. The upper school is set in extensive well tended parkland and the lower school is on the edge of well maintained woods. This environment is supplemented by a strong commitment to developing awareness of surroundings and their value to the pupils. Environmental awareness is a strength of the school. There are no graffiti and there is no litter.

The school has a number of outstanding facilities including the barns at the lower school, and at the upper school the art centre, the assembly hall, the dining room and lounge and the library all of which contribute to the quality of the education provided. The library is well laid out and has a good stock of books and a variety of areas and recesses in which to work.

There are adequate numbers of washing facilities and toilets. Residential accommodation is well

cared for and comfortable, and classrooms are appropriate for the numbers of pupils in them. Pupils have been actively involved in creating facilities such as the eco-kitchen with the aid of a Millennium Grant and restoring others such as the recording studio. The pupils involved take great satisfaction in contributing in this way to the benefit of the community.

In the grounds of the upper school are old and mature trees and an outstanding organic kitchen garden in which students have individual plots. The food produced serves the kitchens, supplying up to twenty percent of its needs. Inwoods is set in a range of specifically equipped barns reached by a green lane. Pupils walk there every morning from the main school, absorbing the surroundings and carefully observing good traffic protocols.

The lower school has appropriate premises for pupils aged 4 to 11 years. The teaching accommodation is suitable for the needs of the younger pupils of the school. The two wooden barns are well maintained and cared for by staff and pupils alike. There is a powerful emphasis on respecting the environment.

***Does the school meet the requirements for registration?***

Yes.

**6. The quality of information for parents and other partners**

High quality information is provided for parents and other partners. Pupil progress reports are detailed and distributed twice yearly in the upper and lower school. Parents are invited to attend a weekend event in the spring term in the upper school to discuss their children's well-being and progress and to share in the environment. All this is supplemented by a school newspaper, 'The Brockwood Observer'. Much work has recently been undertaken in both schools to update handbooks for staff, pupils and parents. The prospectus and similar information about the schools' aims and ethos are clear, informative and straightforward.

***Does the school meet the requirements for registration?***

Yes.

**7. The effectiveness of the school's procedures for handling complaints**

The school has an effective and detailed complaints procedure which fulfils regulatory criteria. It is readily accessible to parents and pupils.

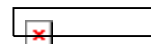
It does not at the moment include the Commission for Social Care Inspection's (CSCI) contact details but this is being remedied.

***Does the school meet the requirements for registration?***

Yes.



## School details



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Name of school:	Brockwood Park School		
DfES ref number:	850/6069		
Type of school:	Primary and boarding secondary		
Status:	Independent		
Age range of pupils:	4 - 11 years and 14 - 19 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 32,	Girls 26,	Total 58
Number on roll (part-time pupils):	Boys 14,	Girls 18,	Total 32
Number of boarders:	Boys 32,	Girls 26,	Total 58
Annual fees (day pupils):	£ 3,150 (for a full week)		
Annual fees (boarders):	£11,800		
Address of school:	Bramdean Alresford Hampshire SO24 0LQ		
E-mail address:	admin@brockwood.org.uk		
Telephone number:	01962 771744		
Fax number:	01962 771875		
Directors: upper school (administration)	Mr B W Taylor		
	lower school	Ms M Ridgway	
Proprietor:	Krishnamurti Foundation Trust Ltd		
Lead Inspector:	Mr Simon Bennett		
Dates of inspection:	3 - 6 May 2005		

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