

School inspection report

21 to 23 April 2026

Bromsgrove School

Worcester Road

Bromsgrove

B61 7DU

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders weave the school's aims into all aspects of school life. They set high expectations of pupils and successfully promote a culture that values kindness, tolerance and compassion. Leaders review the effectiveness of the school's provision thoroughly. They are well informed about potential risks to pupils' welfare and put in place suitable measures to control them. Governors provide effective oversight and ensure that leaders implement policies systematically so that the Standards are met consistently.
2. Leaders provide a rich and adaptable curriculum that offers a broad range of creative and academic experiences. The ambitious curriculum in the early years is constructed carefully to support children in developing secure skills and making links across the areas of learning. The school offers a wide choice of qualifications that responds well to pupils' interests and aptitudes, including GCSEs, A levels, BTEC options and the International Baccalaureate Diploma Programme (IBDP). Teachers plan engaging lessons that draw on high levels of subject knowledge and varied resources, enabling pupils to think independently and achieve well in public examinations.
3. Teachers provide children in the early years with helpful feedback to support their good progress. However, in the prep and senior school, teachers' feedback to pupils about their work is not consistent in its quality and quantity. The provision for pupils who have special educational needs and/or disabilities (SEND) is effective.
4. Pupils who speak English as an additional language (EAL) receive high levels of support that is tailored to their needs. The school provides a wide range of stimulating recreational activities, including in boarding time, to extend pupils' interests and skills.
5. Pupils can access timely support from adults when they require it, including from specialist staff trained in pastoral care. Well-considered programmes in personal, social, health and economic education (PSHE) and relationships and sex education (RSE) support pupils in developing self-esteem and resilience. Leaders promote pupils' physical health through a well-planned physical education (PE) programme. A suitable behaviour policy supports pupils, including boarders, in upholding high standards of conduct. Leaders deal with the few instances of bullying promptly and effectively. Leaders oversee health-and-safety arrangements rigorously. The school site is maintained to a high standard. Boarding houses are comfortable, clean and contain suitable facilities.
6. Leaders ensure that pupils, including children in the early years, learn to recognise how people may differ from each other and enable pupils to become familiar with diverse cultural and religious traditions. As a result, pupils show high levels of tolerance and respect for others. Pupils develop a secure understanding of how they can contribute positively to the lives of others by volunteering widely in the local community. Through the curriculum, pupils learn about British values and the democratic process. They gain clear insight into how laws are made and applied. Leaders provide effective economic education in all phases of the school. Pupils in the prep and senior schools receive well-structured careers guidance. As a result, pupils are prepared well for life in British society.
7. Governors and leaders prioritise the safeguarding of pupils. Safeguarding procedures are robust. Staff are trained well in safeguarding. They report concerns about pupils' welfare promptly. Safeguarding records are comprehensive. Leaders liaise effectively with external agencies, including

children's services and the police. Pupils, including children in the early years, learn how to keep safe, including in the digital environment. The school maintains rigorous safer recruitment procedures for new staff and governors.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that pupils in the prep and senior schools consistently receive constructive feedback on their work across all areas of the curriculum to support their good progress.

Section 1: Leadership and management, and governance

8. Governors visit the school regularly to review the impact of leaders' decisions, including those relating to the early years provision and boarding. They hold leaders to account through formal and informal meetings, scrutiny of leaders' reports on their work and analysis of relevant data. Governors' effective oversight ensures that leaders fulfil their responsibilities and apply their knowledge and skills to promote the wellbeing of the pupils so that the Standards are met consistently.
9. Leaders promote a positive and purposeful culture that places kindness at the centre of school life. They set high expectations for pupils and model the school's values in their daily practice. As a result, pupils uphold high standards of conduct within an atmosphere of respect and mutual trust.
10. Leaders maintain effective systems to evaluate the effectiveness of the school's provision, with an emphasis on continuous improvement. This evaluation informs a coherent development plan. As a result of self-review, leaders have introduced opportunities for pupils to meet their tutors daily, which enhances the support and guidance pupils receive in their personal and academic development. Governors review the development plan carefully to ensure that it supports the school's wider strategic vision.
11. Leaders adopt a structured approach to risk management. They are knowledgeable about the contextual, sector-wide and less obvious risks to pupils' wellbeing and implement suitable measures to reduce them. These include comprehensive risk assessments that identify potential hazards and set out well-considered measures to mitigate these. Leaders review and update risk assessments regularly. They ensure that staff receive regular training in risk evaluation and management and check how well staff understand strategies for mitigating risk.
12. The leadership of boarding is effective. New boarders receive well-considered induction that helps them to settle rapidly into school life. Boarding staff receive appropriate training and benefit from opportunities to reflect on, and enhance, their practice. Boarding staff work well with safeguarding, pastoral, academic and healthcare teams to ensure that boarders' individual needs are met.
13. Leaders in the early years promote a supportive and nurturing environment that meets children's individual needs. They ensure that the provision is planned well and that staff understand how to support children's development effectively across all areas of learning. Leaders monitor children's progress closely and adapt the provision as required. As a result, children feel settled and make good progress from their starting points.
14. Leaders ensure that pupils learn how to support their own mental and physical wellbeing through well-planned PSHE and PE programmes. Pupils can access timely support for their mental health and emotional wellbeing from adults and peer mentors.
15. School policies reflect current statutory guidance. Leaders review policies regularly to monitor their effectiveness and amend them if required. They check that staff understand school policies and implement them consistently. Leaders publish all required information and policies on the school's website or make them available to parents and parents of prospective pupils as appropriate. Parents regularly receive informative, detailed reports about their child's progress, effort and conduct.

16. Leaders maintain effective relationships with a wide range of external agencies, including safeguarding partners and the police, to promote pupils' wellbeing. They notify the local authority when pupils join or leave the school at non-standard times of transition. The school provides the relevant local authorities with all required information relating to pupils who have funded education, health and care plans (EHC plans), including details of the annual review.
17. Regular reviews of pupils' needs and the accessibility of the school site inform a detailed and well-considered accessibility plan, reflecting leaders' deep commitment to inclusion. The school complies with the Equality Act 2010.
18. Leaders operate a suitable complaints policy. They respond promptly to complaints, adopting a reflective approach to concerns raised by parents. They maintain detailed records of complaints and the school's responses to these, using this information to identify and address any recurring issues.

The extent to which the school meets Standards relating to leadership and management, and governance

- 19. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

20. Leaders have established a rich and flexible curriculum that provides pupils with a wide range of creative, academic and aesthetic experiences. In the early years, the curriculum supports children in making links across diverse areas of learning and includes specialist teaching in music, PE and French. The curriculum in the prep and senior schools incorporates opportunities for pupils to explore areas of personal interest through structured research projects and online university courses. When possible, leaders timetable additional subjects beyond the established curriculum, such as Russian and ancient Greek, in response to pupils' interests. A broad range of trips and visits enhances the curriculum.
21. Leaders provide a wide range of courses, including GCSEs, A levels, BTEC options and the IBDP, in response to pupils' aptitudes, needs and interests. Leaders sequence the curriculum methodically, in and across the phases of the school, helping pupils to build their learning securely over time. Leaders review the curriculum regularly and adjust it if required. For instance, in response to pupils' feedback, leaders have recently introduced computer science and further mathematics at GCSE.
22. Highly knowledgeable teachers plan stimulating lessons that build systematically on pupils' prior learning. Teaching sustains pupils' interest and engagement through the effective use of good-quality resources, including multimedia materials and, where appropriate, artificial intelligence. Through skilful questioning, teachers encourage pupils to think independently and articulate their reasoning clearly. Pupils make good progress and achieve well in their GCSE, A-level, IBDP and BTEC examinations.
23. Teachers know pupils well and foster positive relationships that promote good behaviour. They establish a constructive classroom environment in which pupils persevere with tasks and evaluate their work with confidence. Teachers encourage pupils to respect differing views and to value fairness and tolerance in their interactions. During boarding time, boarders receive academic support from boarding staff when needed.
24. Children in the early years develop secure literacy and numeracy skills. For example, children in Nursery listen attentively to stories and talk about them confidently, supporting their early understanding of language. Similarly, children in Reception write their own stories and read their work. Children develop numeracy skills through practical activities, such as counting and sorting objects.
25. Leaders implement a suitable framework for assessment. They track pupils' progress in relation to their assessed starting points systematically, using this information to provide tailored support for pupils who require it. Staff review the outcomes of regular assessments in relation to pupils' prior learning and attainment carefully, using this data to inform their planning. In the early years, children receive constructive feedback that supports their learning. However, in the prep and senior schools the quality and quantity of teachers' feedback to pupils about their work vary across the curriculum.
26. Leaders of provision for pupils who have SEND develop comprehensive individual learning plans (ILPs) to support pupils' learning. Teachers adapt their teaching in response to ILPs, such as modelling processes step by step, breaking down tasks into stages and using appropriate digital tools to support pupils' learning.

27. Pupils who speak EAL receive support that is tailored well to their needs. Leaders and staff implement effective plans to help pupils develop their spoken and written English. These include clear guidance for pupils on subject-specific vocabulary and the provision of appropriate digital materials to support their learning.
28. A rich programme of recreational activity extends pupils' skills and develops their interests. Children in the early years undertake activity in well-resourced outdoor spaces. Older pupils participate in the Combined Cadet Force (CCF), The Duke of Edinburgh's Award scheme (DofE), Model United Nations, debating, orchestras and choirs, and clubs such as beekeeping, art, piloting aircraft and sustainable engineering. The school organises activities and weekend trips for boarders, for instance to theme parks and the cinema. Boarders have access to supervised facilities, such as the gymnasium, during boarding time.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 29. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders prioritise pupils' pastoral needs. A well-planned PSHE programme teaches pupils how to manage their mental health and develop emotional resilience. Leaders structure the programme so that topics recur as pupils mature, enabling them to develop their understanding and build on their earlier learning. Leaders ensure that pupils can access timely support from adults when required, including tutors, day and boarding house staff, leaders with safeguarding responsibility, trained peer mentors, the chaplaincy and an independent person for boarders. As a result, pupils, including the youngest children, feel well cared for, supporting their self-esteem and confidence.
31. The school fosters spiritual awareness effectively. Pupils reflect on the non-material aspects of life during chapel services and mindfulness sessions in PSHE. Pupils connect with the natural environment through regular outdoor 'wellbeing walks'. Children in the early years explore their thoughts and feelings through creative activities such as art, music and imaginative play. The PSHE and religious studies (RS) programmes give pupils clear insight into different faiths and spiritual practices and promote respect for those who represent them.
32. The relationships education programme, starting in the early years, provides meaningful opportunities for children and pupils to learn the similarities and differences between families and how to empathise with others. The RSE programme in the prep and senior schools develops these themes in an age-appropriate way, engaging pupils with topics such as personal boundaries, consent and different types of healthy relationships. Staff check pupils' understanding and seek their feedback to ensure that the provision remains effective and relevant to their needs.
33. Pupils receive effective PE and health education. In the early years, children learn about dental hygiene, healthy eating and the impact of exercise and an active lifestyle on breathing and heart rate. A well-planned programme of PE across all phases of the school develops pupils' physical skills through a wide range of individual and team sports. As a result, pupils develop stamina, agility and co-ordination, and understand how physical activity contributes to their broader wellbeing. The PSHE programme complements this by teaching pupils about healthy lifestyles, including nutrition, sleep and the risks associated with substance misuse.
34. Staff consistently apply a behaviour policy that sets out expectations, rewards and sanctions clearly. Pupils behave well as a result, taking responsibility for their conduct. Leaders provide well-considered opportunities for pupils to reflect on any instance of inappropriate behaviour.
35. Staff address the few instances of bullying swiftly. Leaders maintain a suitable record of bullying incidents and review it to identify and address any patterns. Through the curriculum, pupils learn about different categories of bullying and how to report any concerns.
36. Leaders provide suitable training for prefects. As a result, prefects understand their duties clearly, promote positive behaviour amongst their peers and contribute meaningfully to the broader life of the school community.
37. The school maintains high standards of health and safety. Knowledgeable staff ensure that the required safety checks and maintenance are undertaken across the school site. Leaders manage fire safety well. As a result of regular evacuation drills, including during boarding time, pupils know how

to respond to an emergency. Staff are trained well in health and safety matters. They understand how to report any defects that might arise. Leaders respond promptly to matters raised. The physical environment is maintained to a high standard.

38. A suitable number of staff hold appropriate first aid qualifications, including in paediatric first aid in the early years. Leaders deploy staff trained in first aid appropriately across the site. Medicines are stored securely and administered effectively. Records relating to first aid and injuries are comprehensive. The health centre and boarding houses provide suitable accommodation for unwell or injured pupils.
39. Leaders deploy staff effectively to supervise pupils across the site, including in day and boarding houses, at breaktime, lunchtime, after school and during boarding time. The ratio of staff to children in the early years meets requirements.
40. The school maintains attendance and admission registers in accordance with current statutory guidance. Leaders review attendance records diligently. They implement well-considered strategies to support pupils who need to improve their attendance.
41. Boarders reside in comfortable, clean and well-maintained boarding accommodation. They receive varied and nutritious meals, with appropriate provision for individual pupils' dietary requirements.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 42. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

43. Leaders provide a range of opportunities for pupils to appreciate people's individual backgrounds and identities. Across all phases of the school, pupils learn about the traditions, customs and festivals of different cultures and religions through assemblies and the PSHE and RS programmes. Through the 'global voice' programme and events such as 'culture week', pupils and staff educate each other about the music, verse, dress and food of diverse cultural traditions. Senior school pupils from a range of cultural backgrounds introduce children in the early years to aspects of their heritage, for instance the festival of Lunar New Year. Boarding staff encourage boarders to explain and celebrate their national and religious traditions, which promotes mutual understanding and respect for others' cultural perspectives.
44. Pupils develop a clear appreciation of music, drama, literature and art. Pupils across the school participate in a wide range of musical activities. A varied programme of dramatic productions, including house performances and a house drama competition, develops pupils' understanding of theatrical traditions. In the prep school, an Eisteddfod provides further opportunities for pupils' creative expression. A broad range of activities, including photography, visual art and textiles, supports pupils in refining their aesthetic judgement.
45. Leaders develop pupils' sense of social responsibility, including towards the local community, effectively. The school provides opportunities for pupils to support disabled children in a nearby school. Pupils undertake specialist dementia training to support residents in a local care home. Pupils take part in activities such as cleaning and gardening at a local church and litter picking in the locality.
46. Through the curriculum, visiting speakers, assemblies and activities such as mock elections, pupils learn about citizenship, democratic participation and the role of Parliament in making laws. Pupils gain clear insight into how laws are applied through the PSHE programme and activities such as mock magistrates' trials. Through the curriculum and assemblies, pupils learn about public services and British values, including individual liberty and mutual respect. Leaders ensure that discussions on political themes always represent a balanced range of views impartially.
47. The curriculum provides effective opportunities for pupils to develop their moral understanding. For instance, in Year 8 history, pupils investigate the ethical issues surrounding indoctrination and propaganda, considering how these can be used to influence beliefs and justify discrimination. Similarly, in Year 9 RS, pupils explore different forms of prejudice and discuss why these are unethical.
48. Children in the early years develop social skills through structured play and daily routines that encourage turn-taking and co-operation. Adults model positive interactions, helping children learn how to share, listen to others and respond appropriately to others' needs and feelings.
49. The school provides an effective economic education for pupils. Children in the early years gain a practical understanding of money through role-play activities. For instance, children in Nursery purchase ice creams in a role-play shop and write receipts for their purchases. Similarly, children in Reception use money when acting as shopkeepers or customers in the class 'garden centre'. In the prep and senior schools, pupils develop a structured understanding of personal finance, including

budgeting, mortgages, investment and student loans. Pupils develop a clear understanding of enterprise by designing and producing their own products, which they market and sell, and by taking part in projects in which they develop and grow a business from an initial investment.

50. The well-structured careers programme incorporates national benchmarks for careers education. Pupils learn about a broad range of professions through presentations from visiting speakers, including alumnae, representing a wide range of professions. Staff provide helpful and personalised advice to pupils on their future career choices, higher education options and next steps, including courses at UK and international universities, degree apprenticeships and pathways into employment directly after leaving school.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 51. All the relevant Standards are met.**

Safeguarding

52. Governors place safeguarding at the centre of their oversight. They check that procedures are secure through regular reviews of safeguarding practice and discussions with leaders, pupils, staff and parents. Governors receive regular updates and scenario-based training to ensure that their knowledge remains current, including their awareness of national and contextual risks.
53. Leaders promote an effective culture of safeguarding. They are well informed about the contextual and individual risks that pupils, including boarders, may encounter. Leaders with designated safeguarding responsibilities hold appropriate training for their roles and provide regular training for staff. Leaders check how well staff understand safeguarding issues, for instance through quizzes and discussion. As a result, staff in all phases of the school remain vigilant and report concerns promptly in line with the school's safeguarding policy and procedures, which reflect current statutory guidance.
54. Leaders with designated safeguarding responsibilities review concerns about pupils' welfare with pastoral, healthcare and boarding teams systematically. They maintain comprehensive, precise records relating to safeguarding concerns. These include the rationale for decisions, referrals made and particulars of actions taken. Leaders monitor concerns diligently to assess risk, ensuring that appropriate strategies are in place to support vulnerable pupils. Leaders liaise promptly and effectively with external agencies, including children's services and the police, when required.
55. Staff know the procedures that they should follow should they have a concern about the behaviour of any adult working at, or residing in, the school. Leaders maintain effective procedures to respond to any concerns. They keep suitable records to monitor trends and patterns and seek advice promptly from the local authority when necessary.
56. The school teaches pupils how to keep safe. Children in the early years learn how their body belongs to them and how to recognise when they should not be touched by others. Older pupils learn about keeping safe, including online, through the PSHE programme, assemblies and visiting speakers.
57. Leaders have established robust internet monitoring and filtering systems to protect pupils from inappropriate or harmful online content. Leaders test the effectiveness of these systems regularly and adjust them if required.
58. The school completes all required safer recruitment checks on staff before they commence work. It also carries out suitable checks on adults not employed by the school but living on the site. The single central record of appointments (SCR) is accurate and maintained diligently.

The extent to which the school meets Standards relating to safeguarding

- 59. All the relevant Standards are met.**

School details

School	Bromsgrove School
Department for Education number	885/6006
Registered charity number	1098740
Address	Bromsgrove School Worcester Road Bromsgrove Worcestershire B61 7DU
Phone number	01527 579679
Email address	enquiries@bromsgrove-school.co.uk
Website	www.bromsgrove-school.co.uk
Proprietor	Governors of Bromsgrove School
Chair	Mr Michael Luckman
Headteacher	Mr Michael Punt
Age range	2 to 18
Number of pupils	1791
Number of boarding pupils	615
Date of previous inspection	25 to 26 June 2025

Information about the school

60. Bromsgrove School is an independent, co-educational day and boarding school situated in Bromsgrove, Worcestershire. The school was established as a grammar school between 1548 and 1553. The school is overseen by a charitable trust, administered by a board of governors. The trust also oversees Winterfold House School, which was inspected separately at the same time.
61. The school has eight boarding houses, which are situated on or near the main school campus. Page House accommodates male and female boarders in the prep school. Conway Page House accommodates female or male boarders on a termly rotation in the prep school. Oakley House and Mary Windsor House accommodate female boarders in the senior school. Wendron-Gordon House, Elmhurst House and Webber House accommodate male boarders in the senior school. Houseman Hall accommodates boarders in the sixth form.
62. There are 99 children in the early years, comprising four Nursery classes and three Reception classes.
63. The school has identified 383 pupils as having special educational needs and/or disabilities. Four pupils in the school have an education, health and care plan.
64. The school has identified English as an additional language for 402 pupils.
65. The school states its aim is to provide a disciplined and broad education that develops happy, creative and moral citizens who live fulfilled lives whilst enriching the lives of others.

Inspection details

Inspection dates

21 to 23 April 2026

66. A team of 11 inspectors visited the school for two and a half days.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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