

School inspection report

17 to 19 March 2026

Brookthorpe Hall School

Stroud Road

Gloucester

GL4 0UN

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 and staff work closely together to promote a respectful, supportive and inclusive school community.
2. However, the governors do not ensure that leaders have sufficient knowledge and skills to fulfil all of their responsibilities effectively. Consequently, the school does not meet all of the Standards.
3. The school's admission and attendance registers are not maintained in line with current statutory guidance. The admission register does not contain all of the required information. The attendance registers are not consistently completed in the morning. Codes recording unexplained absence are not amended in a timely manner.
4. The single central record of appointments (SCR) does not record all of the required information. In particular, it does not always record the dates of when checks of the barred list were made.
5. In other areas of the school's provision, pupils' emotional wellbeing is supported compassionately and consistently by leaders and staff. Teachers understand pupils' needs thoroughly and provide effective, well-planned and individual support. Pupils build positive and trusting relationships with their teachers and develop self-esteem and confidence.
6. Leaders implement clear and detailed policies that provide guidance about the school's procedures and practices. However, at the start of the inspection, a few policies had not been revised and updated in line with the school's published schedule. Leaders rectified this oversight during the inspection.
7. Staff teach well-planned lessons and deploy effective strategies that help pupils to develop a range of skills and broaden their knowledge. Leaders meet with staff regularly to ensure that recommendations and strategies included in pupils' education, health and care plans (EHC plans) inform curriculum and lesson planning effectively. Pupils respond well to their individual education plans (IEPs), known in the school as 'individual learning goals', and make consistently good progress in their work.
8. Leaders typically provide parents with the required information. However, at the start of the inspection, a previous inspection report and academic information relating to the previous academic year were not made available to parents on the school's website. Leaders amended these oversights during the inspection.
9. Leaders and staff manage pupils' behaviour consistently and effectively. Teachers set high behavioural expectations and work well to support pupils, so that they learn to behave inclusively and respectfully towards others. When pupils' behaviour falls below the school's high expectations, leaders take prompt, appropriate and supportive actions to help pupils learn from their mistakes.
10. The school provides pupils with a suitable personal, social, health and economic education (PSHE) programme that includes an appropriate relationships and sex education (RSE) component. However, planning of the PSHE programme currently lacks cohesion, which means that pupils do not consistently build upon their prior knowledge in PSHE lessons as effectively as possible.

11. Pupils are provided with a well-planned and balanced careers programme. Leaders regularly invite visitors into school to inform pupils about their work. The school arranges a careers fair that informs pupils about a range of further education and employment pathways. Pupils are prepared effectively for the next stage of their education and for the world of work.
12. Leaders and staff work together closely to provide pupils with a secure safeguarding culture. Staff demonstrate a confident and competent understanding of the school's safeguarding procedures. Leaders with responsibility for safeguarding are trained appropriately for their role. They build and maintain constructive links with local safeguarding partners, who provide expertise and guidance so that pupils' pastoral development and emotional wellbeing are well supported.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role, so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the admission and attendance registers are kept in accordance with current statutory guidance
- all required information, including the dates of barred list checks, is recorded on the single central record of appointments.

Recommended next steps

Leaders should:

- systematically monitor the review and publication of policies to ensure that parents are provided with updated information, as required
- ensure that parents are provided with previous inspection reports and the school's academic performance relating to the previous academic year on the school's website
- strengthen the planning of the personal, social, health and economic education programme to enable pupils to consistently build upon their prior knowledge as effectively as possible.

Section 1: Leadership and management, and governance

13. Leaders consult regularly with pupils, staff and parents and take carefully considered decisions that enhance the provision for pupils. For example, leaders and staff have developed a broad curriculum that supports pupils to take functional skills examinations in mathematics and English. The school has implemented 'non-negotiable' provisions in classrooms, so that pupils benefit from consistent and familiar learning environments. For instance, pupils know that every classroom will provide a range of supportive strategies and resources, including visual timetables, reward charts and access to sensory toys. In response to pupils' feedback, leaders have arranged regular visits to local organisations that provide animal care. These visits support pupils' mental and emotional health and provide them with effective opportunities to work well with others.
14. However, the governors and directors do not ensure that leaders have sufficient knowledge or understanding about the application of statutory guidance relating to admission and attendance registers or the information that needs to be recorded on the SCR. Consequently, the Standards are not met consistently.
15. Leaders provide pupils with a highly supportive and nurturing school environment that enables them to develop resilience, self-esteem and confidence. Leaders and staff know the pupils well and support their individual needs effectively.
16. The school provides parents with a clear and appropriate complaints procedure that includes suitable timescales for managing informal and formal complaints. Leaders manage complaints in line with the policy and keep suitable records of consultations, actions and the decisions that are reached.
17. Leaders provide parents with clearly written and informative policies. However, at the start of the inspection, a few policies had not been updated in line with the school's published timescales. Leaders rectified this before the end of the inspection.
18. The school implements a systematic approach to identifying, managing and mitigating risk. Leaders write detailed risk assessments for all pupils in the school that take account of their vulnerabilities and support their individual needs. Staff receive specific training, so that the risk assessments they write are well considered and suitable. Teachers arrange regular educational visits and trips that enhance the school's provision for pupils. These trips are carefully assessed before they take place and evaluated thoroughly afterwards. Staff discuss and identify any near misses or lessons learned, so that risk assessments continue to be suitable and support individual pupils effectively.
19. Parents are provided with a range of useful information, mainly through the school's website. This includes newsletters that celebrate pupils' work and achievements and information about the curriculum. The school provides parents with information about the progress their child is making through clearly written reports and a suitable schedule of parents' meetings. However, at the start of the inspection, leaders had not made information available about the school's academic performance in the preceding year nor published a previous inspection report on the school's website. Leaders rectified both of these oversights during the inspection.
20. Leaders consult positively with local safeguarding partners and with a range of external agencies. Local authorities collaborate with leaders in advance of pupils joining the school. Leaders appropriately inform the local authorities who refer pupils to the school when pupils join or leave

the school at non-standard transition points. Leaders establish constructive links with local organisations who support pupils' personal development and emotional wellbeing.

21. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. They ensure that the school's provision does not discriminate and teach pupils to be inclusive and respectful towards others. Leaders appoint a range of clinical staff to provide specialist support for pupils, so that they can access the curriculum. All pupils in the school have an EHC plan and the school consults appropriately with a number of local authorities about the financial support they provide for pupils.

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

22. Standards are not met consistently with respect to admission and attendance and the SCR.
23. Standards relating to leadership and management, and governance are not met.
- 24. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

25. The school provides a suitably broad curriculum that supports the specific and individual needs of pupils consistently well. Staff use their good subject knowledge and understanding of pupils' particular needs to plan lessons and activities that are matched carefully to pupils' individual interests and aspirations. This helps pupils to positively engage with the work they are asked to do. The curriculum is planned carefully, and is adapted and revised, when needed, so that it continues to be effective for pupils.
26. Lessons and activities support the values of tolerance and fairness, such as through well-planned opportunities that help pupils to work together and listen to each other respectfully. For instance, pupils regularly visit the outdoor 'wilderness' centre, where they collaborate and work together on activities such as reading maps and orienteering. The curriculum helps pupils to make consistently good progress in their work.
27. Leaders and staff evaluate the curriculum effectively, so that it continues to meet pupils' needs. They have revised and enhanced the curriculum to include a greater range of subjects and activities. For instance, leaders have expanded the English, mathematics and science programmes and developed subjects such as physical education (PE), cooking and humanities. Staff conduct work-scrutiny sessions and share successful teaching strategies, so that lessons continue to support pupils' individual needs effectively. Leaders conduct learning walks and observe lessons, so that they understand how pupils are progressing and know how to continue to provide suitable and relevant ongoing support for staff.
28. Teachers plan and deliver interesting and effective lessons. They use established and suitable strategies to manage individual pupils' behaviour in lessons and provide opportunities for pupils to learn in different ways. All pupils, for instance, have specific learning goals that help them to experience success, achieve well and develop confidence. Teachers adapt their teaching so that pupils with higher prior attainment are appropriately stretched. Pupils who require further additional support are helped by staff, so that they consolidate and build on their prior learning appropriately.
29. Teachers provide pupils with opportunities to demonstrate and develop resilience in their work. For example, in English lessons, teachers help pupils to plan appropriate vocabulary and to explore how characters' emotions change, so that their creative writing is descriptive and interesting. In mathematics lessons, staff break down each section of subtraction and addition calculations to help younger pupils understand place value and how to interpret and use different numbers. In history lessons, pupils learn about topics such as The Great Fire of London and are encouraged to write and answer their own questions to help them consolidate and widen their knowledge. Teachers plan science lessons where pupils work together and use digital platforms to research information about animals and their habitats. This helps pupils to develop and build new social interactions and acquire broader knowledge.
30. Older pupils are prepared well to take functional examinations and to be ready for the next stage of their education. Leaders have planned carefully, so that the school is ready for pupils to take GCSE examinations, when appropriate. Pupils practise taking assessments under formal examination conditions and develop the resilience to work independently for extended periods of time.

31. Leaders carefully monitor and track pupils' progress and attainment through a thorough assessment framework. Teachers use baseline assessments to help to analyse the progress pupils make from entry into the school and to identify where their knowledge, understanding and skills are not yet secure. Staff implement well-tailored, targeted support in response to assessment outcomes, so that pupils' individual needs continue to be met with precision. Assessments are also carried out by specialist staff, including occupational therapists and speech and language therapists. This additional layer of clinical assessments means that staff understand the profile of every pupil and plan the curriculum and lessons so that classroom and outdoor lessons provide consistently accessible and effective learning opportunities.
32. Leaders and staff review EHC plans carefully and ensure that pupils' good progress is identified and celebrated. Areas of learning that require further support are identified and inform the learning goals included in the annual review. Pupils and their parents contribute to the review of EHC plans. This means that pupils are set meaningful personal and academic targets that provide them with a relevant and achievable focus.
33. Pupils who speak English as an additional language (EAL) are supported well. Leaders assess these pupils regularly and use specialist speech and language staff to support their language and communication needs. Staff receive precise information relating to pupils who speak EAL and use appropriate strategies and resources to support their individual needs. For instance, these pupils are provided with resources such as vocabulary lists and writing frames and learn unfamiliar vocabulary in guided support sessions, when required. As a result of such measures, pupils who speak EAL develop their ability to use written and spoken English effectively.
34. The school provides pupils with a range of extra-curricular activities that are blended into the school day. For example, pupils attend music therapy club, where they can listen to music or compose, using appropriate software programs and keyboards. Staff arrange off-site activities, such as rock climbing, where pupils develop problem-solving strategies and learn to be resilient. Pupils play board games, which helps them to collaborate and interact with others.

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

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

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

36. The school's admission register is not maintained in accordance with current statutory guidance. Leaders do not consistently record pupils' previous schools nor their destination schools when they leave. Leaders do not always fulfil the requirement to include in the admission register contact telephone numbers and all addresses at which a pupil resides.
37. The school's attendance procedures are not sufficiently robust. Electronic attendance registers are not consistently completed in the morning, as required. Leaders do not amend unexplained absence codes in a timely manner nor in accordance with current statutory guidance.
38. The other areas of the school's attendance procedures are effective. The attendance policy clearly names the senior attendance champion and informs parents who to contact should their child need to be absent from school. Leaders analyse attendance patterns and take appropriate and supportive actions to promote pupils' attendance.
39. In other aspects of the school's provision, leaders take well-considered and carefully planned decisions that promote pupils' emotional and physical wellbeing. Teachers have a thorough and secure knowledge and understanding of pupils' individual needs and support them consistently well. For instance, staff implement effective verbal and non-verbal visual systems of communication that allow them to regularly check on pupils' emotional wellbeing. Leaders provide opportunities for pupils to participate in mindfulness and yoga activities, so that they have time and space to pause and reflect. Pupils benefit from trusting and positive relationships with their teachers that help them to build and develop self-esteem and confidence.
40. Leaders provide a range of suitable opportunities for pupils to develop an understanding of moral responsibility and spirituality. Pupils learn about the spiritual importance of festivals celebrated in some of the world's major religions. Staff plan outdoor curriculum activities that provide effective opportunities for pupils to appreciate their local environment. Staff teach pupils to become morally responsible, so that they learn to treat others kindly, respectfully and inclusively.
41. Leaders implement an appropriate PSHE curriculum, including a suitable RSE component. Teaching supports pupils in understanding the importance of maintaining their physical and mental health. For example, pupils learn about nutrition, healthy sleep and personal hygiene. Pupils are also suitably educated about the risks associated with drugs and alcohol. The school consults parents in advance of teaching potentially sensitive content and pupils develop an age-appropriate understanding of positive sexual health, secure relationships and consent. However, the curriculum lacks sufficiently cohesive planning, which limits pupils' ability to build effectively on their prior knowledge and understanding of PSHE topics.
42. The school provides regular opportunities for pupils to participate in PE, supporting their physical and mental health. Pupils develop their understanding of muscular development and engage in activities that promote balance, co-ordination and agility. Leaders enhance provision through external coaching, including inclusive football sessions delivered by a local organisation. Pupils also participate in team sports, such as basketball, which foster respectful interaction and collaboration.

43. Leaders have introduced a revised behaviour policy, supported by a range of strategies that are applied consistently by staff. The school sets high expectations for pupils' behaviour. Staff receive appropriate training, including developing strategies for how to de-escalate demanding behaviour, which equips them with a secure understanding of how to manage and support challenging situations. Across the school, positive behaviour is reinforced effectively. For instance, pupils are awarded 'time vouchers' in recognition of meeting their individual learning goals. These are accumulated and exchanged at the end of the day for time spent on preferred activities.
44. The school's anti-bullying strategy is thorough and appropriate. It helps pupils to learn about the negative and harmful consequences of unkind speech and actions. Leaders display anti-bullying posters around the school to remind and inform pupils about different types of bullying. During the annual anti-bullying week, staff arrange specific activities that promote inclusion and provide opportunities for pupils to work together. Leaders maintain precise and detailed records when misbehaviour and bullying incidents occur and closely analyse these. Leaders identify patterns and trends and take prompt and effective actions in response.
45. Leaders implement systematic and effective health and safety procedures. A suitable number of staff are trained as fire wardens. Pupils regularly practise fire drills, so that they know how to respond in an emergency. Leaders conduct visual site checks, helped and accompanied by pupils who have a specific interest in health and safety systems, and take prompt action when any health and safety concerns are identified. Leaders attend health and safety meetings and provide effective oversight of the school's health and safety procedures. As a result of this rigorous approach, the premises and accommodation are maintained to a suitable standard for pupils.
46. Pupils are supervised effectively. Leaders provide welcoming and supportive supervision when pupils arrive at, and depart from, the school. Staff supervise pupils carefully when they attend off-site educational visits and trips. During the school day, staff are visible and approachable, so that pupils can seek prompt help and support, if required. Teachers supervise pupils carefully and appropriately when they move around the school and at breaktimes.
47. The school provides pupils with suitable first aid and medical provision. An appropriate number of staff undertake first aid training. The school provides specialist clinical and therapeutic support for pupils. The school implements suitable procedures to ensure that medication and first aid treatment are administered and recorded in a competent manner.

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

48. Standards are not met consistently with respect to admission and attendance.
49. Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 50. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

51. Leaders and staff successfully promote a culture of inclusivity and respect towards others. Staff teach pupils about the values of inclusion, kindness and democracy. Staff prioritise helping pupils to understand that others hold alternative opinions and perspectives. Leaders implement well-planned opportunities for pupils to learn about diversity and difference. For example, leaders arrange for external visitors to inform pupils about the history of the Pride movement. Staff plan the curriculum carefully, so that pupils learn about democracy and understand the consequences of living in an undemocratic society. For instance, in history lessons, pupils learn about World War Two and the Holocaust. Teachers plan stimulating and informative lessons that broaden pupils' understanding of the world's major religions, such as when pupils learn about the Muslim festival of Eid and prepare traditional foods associated with this celebration. As a result of such opportunities, pupils broaden their knowledge and understanding of inclusion and tolerance, so that they are prepared well to contribute positively to British and global society.
52. Staff teach pupils about using money and finance effectively. In PSHE lessons, pupils are taught about budgeting, expenditure and different types of bank and savings accounts. Pupils learn to be financially responsible by using their prior knowledge in practical activities. For example, pupils research the cost of ingredients to prepare a meal. They then visit a local supermarket to purchase these ingredients and develop their skills by using them to cook a meal. Teachers encourage pupils to play board games that involve pretend financial transactions, so that they consolidate their knowledge about the value of money and develop social interactions.
53. Pupils are provided with a thorough and thoughtfully planned careers programme. They receive balanced and impartial guidance that informs them about a range of potential opportunities when they leave the school. Visitors attend the school to provide pupils with a regular programme of careers talks. These talks are supplemented by a careers fair, where pupils learn about a range of opportunities, including sports coaching qualifications, military and police careers, and sixth-form colleges. Leaders carefully consider the individual interests and aspirations of pupils when providing them with support and guidance about potential future pathways.
54. Staff plan lessons and activities carefully to help pupils understand the importance of civil liberty and the rule of law. Pupils collaborate with their teachers to write class charters that promote respect and kindness around the school. In lessons, staff teach pupils about the current laws relating to online responsibility and the sharing of inappropriate images. Pupils learn about the Equality Act 2010 and develop an understanding that people make personal choices which are protected by law. Teachers ensure that pupils understand the safety rules imposed by external organisations before educational visits take place. For example, pupils are taught the rules they must follow when visiting a local climbing centre, so that they participate in activities appropriately and adhere to the centre's expectations.
55. The school prepares pupils well for their next steps and potential future experiences. Younger pupils are prepared well for the transition to the next phase of their education. Regular learning activities at an outdoor activity centre help pupils to learn the importance of taking responsible decisions that promote their personal safety. For instance, pupils develop independence, social skills and resilience when orienteering, building campfires and working together on problem-solving activities. Pupils are helped to understand how to manage everyday situations appropriately. For instance, they are

taught how to converse with staff in local shops and how to travel responsibly when using public transport.

56. Pupils learn about British institutions effectively. For example, the school invites representatives from the emergency services to visit pupils, to inform them about their role in keeping communities safe. Pupils learn about the British judiciary system and the National Health Service during careers talks. The curriculum includes 'news and discussion' lessons, during which pupils watch appropriate news programmes that explore the role of government, the Houses of Parliament and current political issues both nationally and internationally. Staff ensure that any discussions of political issues are conducted in an unbiased manner.
57. The school provides pupils with appropriate opportunities to provide help and service to others. Pupils participate in the school council, meet with leaders and represent the views of others. Leaders respond positively to feedback provided by the school council. For example, the school has provided additional outdoor recreational resources, such as football goals. Older pupils visit those who are younger in their lessons to provide mentorship and support, such as through sharing reading activities and helping in PE lessons. Pupils develop their leadership skills and act as positive role models to younger pupils throughout the school.
58. Pupils learn that it is socially responsible to demonstrate care, friendship and service to others. For instance, they visit and support staff at a local animal centre that cares for rescued animals. Pupils vote democratically for the charities they want to support. Pupils participate in a range of appropriate school events to raise funds for their chosen charities, including an organisation that supports vulnerable children. Pupils visit and support a charity that provides sporting opportunities for pupils who have complex physical disabilities. Older pupils support a local football club and serve as stewards on match afternoons. Pupils visit their local community and participate in Remembrance commemorations.

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

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

Safeguarding

60. The school's safer recruitment procedures do not always reflect current statutory guidance. The SCR does not always record the date on which barred list checks are completed.
61. Leaders do not maintain admission and attendance registers in accordance with current statutory guidance.
62. Safeguarding procedures in other areas of the school's provision are thorough. Leaders work well with staff to promote a caring and effective safeguarding culture. The safeguarding policy is clearly written and reviewed appropriately. Governors provide oversight of the school's safeguarding procedures, including by meeting with the safeguarding team and scrutinising safeguarding reports.
63. Staff are provided with effective safeguarding training, including at induction. Leaders consult with staff at regular meetings to discuss vulnerable pupils, so that their individual needs continue to be supported well. Leaders provide staff with specific training opportunities that deepen their understanding and skills to manage circumstances relating to vulnerable pupils effectively. Staff receive the latest updates to the 'Prevent' duty, so that they are vigilant and alert to the dangers posed by extremism and radicalisation. Staff are trained to recognise and report any potential incidents of child-on-child abuse. They demonstrate a secure and thorough understanding of how to respond to and report any safeguarding concerns, including any allegations of low-level, or more serious, concerns relating to adults working at the school that might arise.
64. Leaders with responsibility for safeguarding are trained appropriately for their role. The safeguarding team meets regularly to discuss pupils and to take well-considered actions, so that pupils' individual needs are supported effectively. Leaders with responsibility for safeguarding consult appropriately with local safeguarding partners, when required. Leaders maintain clear and detailed safeguarding records.
65. Leaders provide pupils with appropriate ways to seek support, when required. They display posters throughout the school to remind pupils about the identity of the safeguarding team. Pupils use visual signals to inform staff about how they are feeling. Staff are alert and vigilant and respond promptly when pupils indicate that they are experiencing anxiety.
66. Pupils are taught the importance of protecting themselves and taking responsible decisions when online. Younger pupils, for example, are taught not to exchange any personal information with people they do not know. Older pupils learn about misinformation and the importance of demonstrating inclusive and respectful behaviour when online. The school implements a robust internet filtering and monitoring system. Leaders investigate any alerts promptly, take appropriate action in response and maintain clear records.
67. Leaders carry out all required safer recruitment checks on adults before they begin working at the school.

The extent to which the school meets Standards relating to safeguarding

68. Standards relating to safeguarding are not met consistently with respect to admission and attendance and the SCR.

69. Standards relating to safeguarding are not met.

70. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 4, paragraph 21(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
21(3)	The information referred to in this sub-paragraph is -
21(3)(a)	in relation to each member of staff 'S') appointed on or after 1 May 2007,

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

	whether –
21(3)(a)(ii)	a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act.

School details

School	Brookthorpe Hall School
Department for Education number	916/6029
Address	Brookthorpe Hall School Stroud Road Gloucester Gloucestershire GL4 0UN
Phone number	01452 717004
Email address	brookthorpeenquiries@brookthorpehallschool.co.uk
Website	www.brookthorpehallschool.co.uk
Proprietor	P Bloom Ltd
Chair	Mr Richard Power
Headteacher	Mr Jonathan Bell
Age range	7 to 16
Number of pupils	57
Date of previous inspection	26 March 2025

Information about the school

71. Brookthorpe Hall School is an independent co-educational day school, situated in Gloucestershire. It educates pupils who have special educational needs and/or disabilities, especially pupils who experience social, emotional and mental health difficulties and autism. The school is part of Options Autism, a national provider of independent specialist education. It is also part of the Acorn Care and Education group of schools. This group of schools is also known as the Outcomes First Group, whose directors provide ongoing oversight of the school's work. The current chair of governors commenced her role in April 2025.
72. The school has identified all pupils as having special educational needs and/or disabilities. All pupils in the school have an education, health and care plan.
73. The school has identified that a very small proportion of pupils speak English as an additional language.
74. The school states its aims are to provide a broad and balanced education that allows each pupil to thrive. It endeavours to adapt teaching to meet the individual needs of pupils. The school seeks to prepare each pupil to take qualifications that are appropriate for them. It aims to provide pupils with a nurturing and enriching learning environment that will motivate, inspire and push them to succeed in ways they perhaps never thought possible.

Inspection details

Inspection dates

17 to 19 March 2026

75. A team of three inspectors visited the school for two and a half days.

76. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and breaktimes
- discussions with the chair and directors
- 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
- health and safety tour and scrutiny of related documentation
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

78. The previous inspection of the school was by Ofsted. This is the first inspection of the school by ISI.

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**.

Independent Schools Inspectorate

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For more information, please visit isi.net