



ISI Inspection Report Highlights 2023

BEDFORD SCHOOL



I am delighted to share with you the results of an excellent Independent Schools Inspectorate (ISI) Inspection report for the school. We had a very thorough examination from ten inspectors over two and a half days in the autumn term 2023 and it is clear they were extremely impressed with all they saw.

It is a new style of report, reflecting the new inspection framework. You will notice that the reporting in this new framework is far less effusive than the old-style reporting. Inspectors are no longer asked to provide one-word grades (which is perhaps not such a bad thing) but are required simply to assess the school against the Independent School Standards, all of which, I am proud to say, we unequivocally met.

The report, therefore, consists of almost unqualified praise and is testament to the high achievements of the boys, the excellence of our teachers and support staff, and the exceptional support we have from our parents and Governors.

The excerpts on the following pages will offer you some insight into our school and how we operate. If you would like to read the report in full, please do so via the QR code opposite. But the best way to get to know us is to come and see us, so do please book a private visit or join us on one of our regular Open Mornings.

I look forward to meeting you!

James Hodgson

Head Master

Leadership, *Management & Governance*



“Leaders have a clear vision for the school’s development, based on comprehensive self-evaluation that leads to detailed planning at all levels of leadership and management.”

“Leaders regularly consult with pupils to consider how school development plans contribute to meeting pupils’ needs.”

“Pupil wellbeing and school values underpin leaders’ decision-making.”

“Leaders ensure the boarding provision is appropriate and well resourced. As a result, boarders feel safe, happy and well-supported.”

“Leaders are ambitious for the school and its future.”

“Leaders and staff promote respect for all people, regardless of difference. . . pupils understand and respect protected characteristics in line with the school’s values and this is evident in the behaviour of pupils throughout the school including in boarding life.”

Quality of Education, *Training & Recreation*



“Teachers plan effectively because of their detailed understanding of pupil needs.”

“The curriculum is adapted over time to meet the changing needs of pupils.”

“Pupils apply themselves readily to acquiring and practising new skills and are willing to take risks in their learning. As a result, pupils develop their self-confidence and self-esteem.”

“Leaders provide many opportunities for pupils to participate in rich and varied sports, co-curricular and careers programmes. Pupils enjoy and greatly value these opportunities.”

“Leaders ensure that specialist and well-resourced provision is in place for pupils who have SEND and those who speak English as an additional language (EAL).”

“In order to promote the highest academic expectations and to enable better progress for all pupils, leaders systematically monitor and review the quality of teaching across all phases of the school.”

“Pupils engage well in lessons and show high levels of enthusiasm for learning.”

Pupils' Physical and Mental Health & Emotional Wellbeing



“Leaders ensure that school values including kindness and integrity are central to curriculum planning and are reflected in school policies. These values promote supportive relationships and mutual respect between pupils, their peers and staff. As a result, pupils feel happy to be at school.”

“Pupils play an active role in promoting positive behaviour through taking part in assemblies or in their roles as peer mentors. Consequently, pupils develop high levels of self-knowledge and emotional maturity.”

“Leaders promote a culture in which pupils respect each other through the provision of a carefully planned and well-implemented personal development curriculum.”

“Pupils are highly considerate of each other and the theme of mutual trust and respect for others regardless of difference is evident both around school and in the boarding houses.”

“Pupil wellbeing is central to the decisions made by school leaders.”

“Leaders have created an environment where expectations of good behaviour are embedded and effective across the whole school.”

“Boarders feel that their accommodation is homely and welcoming.”

Pupils' Social and Economic Education & Contribution to Society



“The school’s values, which include responsibility and integrity, are strongly embedded in school life.”

“Leaders and managers ensure that links with the community are meaningful and mutually beneficial, with pupils building sustained relationships with the local community and the charities they support. As a result, pupils have a strong awareness of the world in which they live and understand the positive contribution they can make to society.”

“Pupils have many opportunities within the curriculum and in co-curricular activities to develop skills such as creative thinking and problem-solving as part of developing their entrepreneurial skills.”

“The school value of kindness is strongly held by staff and pupils.”

“Pupils are self-confident and have well-developed leadership skills. They have a clear sense of right and wrong and are well prepared for life in British society.”

“Staff actively promote inclusion and respect for all groups of people across the whole school. This can be seen in the boarding houses where pupils of different faiths and cultures form a harmonious and inclusive community which pupils regard as family.”

Safeguarding



“Leaders actively seek to ensure that they are sensitive to hearing the views of pupils through the effective tutor system.”

“Pupils know how to keep safe online when at school or at home through the carefully planned personal development curriculum and tutor time sessions.”

“Pupils feel safe and happy in school and in boarding.”

“Pupils across all phases of the school feel safe, with boarders commenting that this helped their overall positive wellbeing.”

“Well informed decision-making which considers risks appropriately and protects pupils from harm.”



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