ISI Independent Schools Inspectorate

School inspection report

29 April to 1 May 2025

Bryanston School

Blandford Forum

Dorset

DT11 0PX

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 demonstrate a clear commitment to providing an education tailored to the individual. A wide range of academic and co-curricular activities enable pupils to follow a personalised path through school life.

2. However, leaders do not ensure that the school adheres to statutory guidance on attendance. The school does not always inform the local authority when pupils join the school at non-standard transition points. Policies relating to visitors of resident staff require clarification.

3. The school's curriculum, including that in the early years, teaching and assessment are well matched to pupils' needs and effectively prepare them for the next stage of education.

4. Pupils make good academic progress in both the prep and senior schools. Staff demonstrate secure subject knowledge and teach lessons that are, in most cases, well planned and delivered in a calm, focused atmosphere that fosters pupils' enthusiasm for learning. However, in some prep school lessons, insufficient attention is given to pupils' prior attainment meaning that pupils do not always make as much progress as they could.

5. The school has well-established procedures for identifying, supporting and monitoring pupils who have special educational needs and/or disabilities (SEND). These procedures include individual education plans, targeted support strategies and regular assessments.

6. Pupils who speak English as an additional language (EAL) are well supported, with provision extending beyond the classroom and into the boarding environment and these pupils make good progress.

7. Leaders provide effective pastoral care for pupils. Pupils have a personalised tutor and a broad range of curricular and co-curricular opportunities designed to promote resilience, confidence, and self-esteem. The comprehensive tutor system offers consistent support, enabling pupils to make the most of the opportunities available to them.

8. Leaders and governors ensure that policies are reviewed regularly and comply with all relevant legislation. Staff report concerns promptly and participate in regular safeguarding training throughout the year. Leaders with designated safeguarding responsibilities take swift action and work effectively with relevant external agencies.

9. In the early years, a well-planned curriculum, enriched by outdoor learning, promotes children's physical, emotional and mental development. Engaging, age-appropriate activities and responsive support help to build children's confidence and resilience. Children benefit from a wide range of experiences, including group activities, independent exploration and one-to-one support. This varied approach helps to ensure that individual learning goals are met and that essential early skills are developed effectively.

10. Leaders implement policies to deter bullying and promote positive behaviour. These are applied consistently across the school, including in the boarding houses. Health and safety measures, including well-equipped first aid and medical facilities, provide a secure physical environment. Supervision throughout the school day is appropriate, as it is in the boarding context, where staff are well trained and available to offer academic and pastoral support when needed.

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 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:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- the school makes a return to the local authority within five days of adding a pupil's name to the admission register and provides the local authority with all the information held within the admission register about the pupil.

Recommended next steps

Leaders should:

- ensure that information given to resident staff more clearly explains the requirements for guests staying in school accommodation so that pupils' safety is assured
- ensure that all teachers, especially those in the prep school, plan lessons that effectively build on what pupils know and understand so that the needs of all pupils are consistently met.

Section 1: Leadership and management, and governance

11. Leaders promote a clear and well-understood ethos centred on respecting individuality and developing pupils' wellbeing. The school's aims are well embedded in daily practice, and staff model the values of kindness, responsibility and independence consistently across academic, pastoral and boarding contexts. This contributes to positive relationships between pupils and staff and fosters a sense of belonging and trust.

12. The proprietor and governors do not ensure that leaders have the knowledge and skills to ensure that the school adheres to statutory guidance on attendance. They do not have sufficient oversight regarding leaders providing the local authority with required information about pupils joining the school at non-standard transition points. As a result, Standards are not met consistently, and the active promotion of pupils' wellbeing is compromised.

13. Governors use governor visits and committee meetings with feedback from staff to gain an oversight of the school. The governing board receives regular reports and plays an active role in evaluating performance and contributing to strategic development.

14. Leaders promote pupils' wellbeing with a balanced and supportive approach. Leaders ensure that teaching and learning is regularly monitored through departmental learning walks and observations. Leaders create an open atmosphere resulting in heads of department being well supported and trusted in role. Weekly departmental meetings and half-termly teaching and learning lunches promote continuous professional development and collaboration.

15. Leaders actively seek and respond to feedback from pupils. Across the school, pupils have the opportunity to share their views and ideas. Leadership opportunities for pupils, such as school council and prefect roles, are taken seriously by pupils and staff, with recent examples of pupil-led suggestions being implemented, such as changes to the timings of the day.

16. Leadership in the prep school is developing. Recent initiatives to enhance curriculum delivery and staff development have been introduced, though leaders acknowledge that some of these changes are not yet fully embedded. Leaders are reflective and show an openness to refining practices in the best interests of their pupils.

17. Provision for pupils with special educational needs and/or disabilities (SEND) is carefully managed. Pupils are identified early, needs are assessed rigorously, and appropriate support is provided and regularly reviewed. Where pupils have an education, health and care (EHC) plan, provision is clearly aligned with specified outcomes and there is good communication with parents and external agencies.

18. Leaders ensure that current policies are accessible via the school's website. Complaints are handled fairly and transparently in line with the school's published procedures. The school fulfils its duties under the Equality Act 2010 and the accessibility plan demonstrates its commitment to inclusion, outlining clear strategies in areas such as the curriculum, sanctions and additional staff training to remove potential barriers to learning and participation.

19. Information is shared appropriately, and parents are kept informed about their child's progress and wider school developments, supporting effective partnerships between home and school.

20. Boarding is well led and reflects the values of the wider school. Leadership teams in boarding work closely with medical and pastoral colleagues to support pupils' wellbeing, safety and academic progress. Weekly boarding team meetings ensure a consistent approach to care, and the recruitment and appraisal of boarding staff are rigorous. As a result, boarders feel safe, well cared for and able to raise concerns through established channels. The school promotes a boarding community where pupils' opinions are respected and acted upon, where appropriate, by leaders. Information for boarders is accessible and regularly updated and staff model the school's ethos through nurturing relationships and high expectations.

21. Record keeping in boarding is generally sound, although current practice surrounding guests for resident staff could be better aligned with the written policy.

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

22. The proprietor has not ensured that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that standards are met consistently, and the wellbeing of pupils is actively promoted.

23. 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

24. Leaders ensure that the school offers a broad and flexible curriculum that meets the needs, interests and aspirations of pupils, including those in the sixth form, where A levels, International Baccalaureate (IB), and Cambridge technical courses are available. The structure allows pupils to follow individual pathways, and this personalisation extends to the Year 9 curriculum, where pupils can make adaptations to their subjects. The breadth of the curriculum allows pupils to pursue academic and creative interests. Leaders' oversight is effective, with heads of department working closely with senior leaders to monitor and refine provision. Results at GCSE and A level are above the national average, and IB outcomes are particularly positive. Pupils in the prep school make good progress and children in the early years also make good progress in all seven areas of learning.

25. The prep school curriculum is well structured and carefully aligned to the developmental needs of pupils, supporting progress across a wide range of areas of learning. Where teaching is thoughtfully planned, pupils develop secure knowledge and skills, enabling them to build confidence, independence and curiosity. Specialist teaching in subjects such as modern foreign languages and the creative arts, enriches pupils' learning experiences and deepens subject understanding. Outdoor learning in the early years fosters exploration, collaboration and communication, while the recently introduced scheme to teach letters and the sounds they represent has enhanced pupils' early reading development and literacy skills.

26. Teaching across the school is typically effective. Teachers demonstrate secure subject knowledge and a clear understanding of examination requirements. In lessons, they support pupils in managing their time effectively during assessments and provide targeted guidance on how to approach higher-mark questions. Pupils are encouraged to think independently, engage in meaningful discussion and show intellectual curiosity. In mathematics, for example, pupils actively question and clarify concepts to deepen their understanding. However, not all lessons offer the same level of challenge. In some instances, the level of challenge is not well matched to pupils' prior knowledge, which limits progress. This inconsistency is particularly noticeable in the prep school. In the early years, staff use clear progression plans and a strong understanding of individual children to guide the next steps in learning.

27. Leaders ensure that the creative arts are effectively supported with appropriate accommodation and technical resources. Academic lessons are enriched through co-curricular opportunities in art, drama, music, dance and film. There are regular concerts, performances and exhibitions throughout the year, culminating in 'BryFest'. This annual event provides pupils with the opportunity to showcase their talents while also enabling others to gain experience in lighting, sound and other technical aspects of production.

28. There is a robust assessment framework in place. Marking and feedback are focused and constructive, supporting pupils' progress. Interim assessments are conducted each half term and the results are used to inform planning and set individual pupil targets. Teaching staff and tutors track pupils' progress effectively, identifying gaps in learning through the efficient sharing of information. Heads of department use assessment data to initiate additional support lessons and adjust schemes of work. As a result, pupils benefit from targeted support delivered by specialist teachers, which enhances their academic progress.

29. The identification of pupils who have SEND is timely and well managed, supported by assessment upon entry to the school and clear referral systems. Support strategies are implemented effectively, including in-class support, therapeutic programmes, and co-curricular opportunities such as equine therapy. Monitoring systems are robust and tracking data clearly demonstrates the positive impact of the support provided. As a result, pupils who have SEND make good progress.

30. The provision for pupils who speak English as an additional language (EAL) is also well structured. Pupils are tested on entry to the school and support is tailored to their language proficiency. Schemes of work reflect their needs by, for example, highlighting key words and concepts that may need additional explanation, and teachers effectively use strategies to support access to learning. Pupils who speak EAL make good progress.

31. Boarding staff, both academic and pastoral, provide valuable academic support. Evening prep is supervised by qualified teaching staff, enabling boarders to make effective use of this time and receive appropriate academic guidance when needed. Pupils who have SEND are well supported in the boarding houses and their academic progress is closely monitored by house staff through the online system. There is a positive attitude toward study within the boarding houses, with pupils using their time purposefully and supporting their peers where appropriate.

32. The school's tutorial system supports weekly academic check-ins, target setting, and feedback. Tutors are carefully selected, well trained and undergo a rigorous induction programme with careful monitoring to ensure that they offer effective support for pupils. Pupils in the sixth form benefit from weekly timetabled one-to-one or, where appropriate, small group academic support sessions, called 'correction periods', for each subject. Pupils in the senior school are supported in 'assignment' sessions by teaching staff, who are available to offer additional academic support when required. Pupils grow in academic self-confidence as a result of these sessions.

33. Leaders ensure that pupils benefit from a wide-ranging and well-resourced co-curricular programme, with content often shaped by pupils' requests. Pupils engage in a broad variety of academic, creative and physical activities, including the Duke of Edinburgh's Award Scheme, sports scholarships, radio show production, and outdoor pursuits. Participation is high and monitored by tutors, and these activities provide opportunities for pupils to explore new interests and develop life skills. Additional leadership opportunities are available through roles such as co-curricular club leaders.

34. The school maintains regular contact with parents, providing updates on their child's progress and attainment through written reports and parent meetings.

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. Personal, social, health and economic education (PSHE), including relationships and sex education (RSE), is delivered through a well-structured and age-appropriate programme. Monitoring is co-ordinated centrally to ensure PSHE lessons are delivered effectively. Schemes of work are reviewed annually in response to feedback from pupils, staff and parents, ensuring that content remains relevant to each age group. External speakers and partnerships with relevant agencies provide specialist input on topics such as gender recognition, diversity and online safety. This helps pupils to develop the qualities and attributes they need to contribute as individuals, family members and members of society. Staff receive regular training, both from school leaders and through attendance at external conferences. Staff demonstrate confidence and knowledge in their delivery of lesson content. Pupils respond positively to the relevance of the material. Leaders consult with parents regarding the content of RSE, and this engagement has informed adjustments to certain elements, particularly around sensitive topics.

37. In the prep school, PSHE and relationships education are integrated into everyday learning. Lessons focus on respect, kindness, personal development, and emotional literacy. External visitors enhance the curriculum and pupils are supported to reflect on key values. Parents are consulted appropriately.

38. Pupils are well behaved in all areas of the school including the boarding houses. The behaviour policy is clear, well understood, and consistently applied. Prefects and mentors receive training and play a meaningful role in modelling and promoting positive conduct. The school tracks incidents and trends, using this data to inform timely pastoral responses. Bullying is rare and, when it occurs, is addressed swiftly and appropriately. As a result, pupils feel safe and supported. Children in the early years are carefully supervised.

39. Physical Education (PE) has a prominent place in the curriculum. All pupils participate in three weekly sessions. The curriculum includes team sports such as cricket, rugby and football, individual sports such as swimming, racket sports and athletics and academic PE at both GCSE and A level. This is all supplemented by an extensive co-curricular sports programme and a full programme for sports scholars, which includes sessions on strength, conditioning and nutrition. Recent successes include regional representation in multiple sports and increasing uptake in sixth form options such as health-related fitness. The sports ethos focuses on participation and inclusion, with all abilities encouraged to enjoy and benefit from activity. Senior leaders support the vision for sport as a vehicle for wellbeing, resilience and teamwork, and the inclusion in the PSHE curriculum of how to stay physically fit and eat healthily means that pupils have a good understanding of how to promote their physical wellbeing.

40. Children in the early years have a wide range of activities on offer giving all children the opportunity to develop the fine motor skills needed for writing fluently. Children are able to cut paper and use glue, tape and colouring materials independently. Children also have access to a range of sporting activities to develop their gross motor skills including a weekly swimming session for children in Reception and a gymnastics club.

41. The attendance policy is clear, well communicated, and effectively monitored. Any concerns are swiftly followed up and patterns of absence are addressed sensitively. Special projects, such as early

morning drop-in sessions or rewards for improvement in attendance, have proved effective. As a result, pupils understand the importance of attendance.

42. Leaders carefully consider ways to promote pupils' positive mental health and support them when they experience difficulty. The school offers a multi-tiered approach, with access to a wellbeing centre, counselling, emotional literacy support assistants (ELSAs) and the health centre. Pupils who have SEND benefit from additional support where required, including therapeutic interventions such as equine therapy. Systems are in place to monitor risk and ensure early support is provided where needed. Emotional wellbeing is actively promoted, particularly during examination periods, and pupils know where to go when seeking help. Wellbeing prefects and pupil mentors are trained to direct their peers to appropriate support.

43. Health and safety across the school site is carefully managed. Classrooms, boarding houses, and sports facilities are well maintained. Fire drills, including those during boarding times, and lockdown procedures are conducted regularly and recorded systematically. Staff and pupils understand expectations in the event of emergencies. Higher-risk activities, such as mountain biking, are carefully supervised with appropriate contingency measures in place.

44. Boarding provision is well maintained and supports both the emotional and academic development of pupils. Boarders have access to appropriate study areas and communal spaces, including facilities to prepare food and drinks, which help foster a sense of community. Sleeping accommodation is of good quality, with suitable washing facilities and secure amenities for storing personal possessions. Laundry services are well organised, and pupils have the option to do their own laundry if they wish. Leaders actively encourage pupils to express their views, with boarders given opportunities to contribute to decisions such as the planning of weekend activities, and to raise concerns when necessary. Record-keeping is thorough and pupils value their boarding experience, particularly the structure, peer support and sense of belonging it provides.

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

45. All the relevant Standards are met.

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

46. The school provides a rich and extensive programme of social and economic education that encourages pupils to contribute meaningfully to the school, local, and global communities. This is underpinned by a clear and well-articulated ethos, which emphasises kindness, honesty and integrity. Staff and pupils understand these values, resulting in a culture of mutual respect, civic responsibility and personal growth.

47. Leaders promote fair treatment and equal opportunities for all, aiming to create a welcoming and inclusive environment. Pupils engage in a wide range of initiatives, including clubs, assemblies and events such as Black History Month and International Women's Day. These activities are monitored by staff and pupil leaders, with feedback used to inform future programming. Through open discussion, the appointment of an equality, diversity and inclusion lead teacher, and a range of lessons and events that empower pupils to support equality, pupils develop an understanding of and demonstrate tolerance and respect for difference. The school's inclusive environment enables pupils from diverse backgrounds to feel valued and safe.

48. Careers provision is broad, impartial and valued by pupils. In the senior school, particularly in the sixth form, careers education includes one-to-one support from trained tutors, guidance for university, apprenticeship and international applications, and access to a comprehensive 'futures fair' with over 30 external speakers. Heads of department are encouraged to link subject content to real-world careers. As a result, pupils are well informed about a wide range of future pathways and confident in making decisions. In the prep school, pupils are well prepared for each transition stage and careers education includes visits from current parents offering a wide range of options for pupils to consider.

49. Pupils in both the junior and senior schools receive structured economic education. The PSHE curriculum includes personal finance, budgeting and consumer awareness. Entrepreneurship initiatives allow younger pupils to engage with real-world business scenarios. This is supported by visits from local high street banks. In the sixth form, activities such as the economics society, guest speakers and enterprise projects deepen pupils' economic understanding.

50. Pupils hold a wide range of leadership roles, including prefects, heads of house, peer mentors and ambassadors. Prefects receive specific training, including in safeguarding, and take responsibility for wellbeing, diversity and mentoring by running clubs and supporting their peers. Many pupils benefit from this initiative, gaining an additional source of support and a listening ear. Through their leadership roles, pupils develop confidence, a sense of responsibility and public speaking skills. Prefects lead assemblies and organise charity events, such as the recent sixth-form 'charities weekend'. In the boarding house, pupil leaders contribute to house life and support younger boarders, particularly during key transition periods, reinforcing a culture of care and mutual respect.

51. The school makes a significant contribution to wider society. Pupils gain a deeper understanding of local issues, and how they can make a positive difference, through volunteering experiences such as the 'big yellow bus' garden project, baking for food banks, and supporting swimming sessions for pupils who have SEND. The annual sleep-out to raise awareness of homelessness, organised by pupils in Year 12, exemplifies leadership and social responsibility. A biennial trip to Nepal provides opportunities for global engagement, with pupils supporting charity work abroad and leading

awareness and fundraising initiatives upon their return. Pupils also connect with schools in Uganda via video calls, gaining cultural insight through activities such as dance lessons and written correspondence, thereby building global empathy. These initiatives are monitored by staff and led, in part, by pupils through councils and committees.

52. The school's 'pioneering programme' forms part of the co-curricular offer and is compulsory for pupils in Years 9 to 11, while remaining optional in the sixth form. The programme enables pupils to develop practical and social skills through collaborative projects such as building mountain bike trails, assisting with riding for the disabled, or engaging with local senior citizens. The programme promotes independence, initiative and teamwork, while also fostering empathy and practical competence.

53. The curriculum and wider school life foster tolerance and respect. Assemblies, clubs and pupil-led events highlight the value of cultural understanding. Pupils from diverse backgrounds share their traditions through festivals like Chinese New Year or Thanksgiving. The Model United Nations and 'buddies without borders' clubs further reinforce global citizenship and cross-cultural appreciation. Classroom environments promote inclusion and respectful debate.

54. Boarders are fully involved in the social and cultural life of the school. Leadership roles, peer mentoring and participation in charity and community projects happen in the day school but also continue into boarding life ensuring that the caring ethos of the school is promoted at all times.

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

55. All the relevant Standards are met.

Safeguarding

56. Leaders do not inform the local authority consistently when pupils join the school in line with statutory guidance. When pupils leave the school, the information is correctly sent to the local authority.

57. Leaders ensure that other safeguarding arrangements across the school are effective and well embedded in the daily life of both the day and boarding communities. Pupils feel safe and well supported, both emotionally and physically. They have access to trusted adults, including staff, house parents, the independent listener, and anonymous online reporting systems.

58. In boarding, pupils feel safe and well cared for. However, leaders do not consistently ensure that visitor procedures for the boarding houses are followed. This represents a gap in an otherwise comprehensive provision.

59. Staff demonstrate a secure understanding of safeguarding procedures and how to respond to concerns. Use of the online platform is widespread and effectively supports the recording and tracking of low-level concerns. Staff share concerns regularly, including self-referrals. Leaders respond to incidents effectively, with appropriate referrals to external agencies, and detailed risk assessments forming part of a reflective safeguarding approach.

60. Training is regular and relevant, including with reference to child-on-child abuse, sexual misconduct, and trauma-informed practice. Boarding and house staff receive additional specialist training. Leaders make sure that staff recognise the additional vulnerabilities of pupils who have SEND and that they are confident in tailoring safeguarding support accordingly.

61. Leaders with responsibility for safeguarding provide detailed termly reports to governors, who exercise appropriate oversight. Safer recruitment practices are robust and the single central record is well maintained. Induction training is led by the safeguarding co-ordinator and equips staff with a clear understanding of safeguarding expectations.

62. Leaders analyse trends which emerge from safeguarding records and use this to inform future training. Filtering and monitoring systems of staff and pupils' internet use are effective, with staff and pupils clear about their purpose. Leaders check the efficacy of filtering and monitoring regularly.

The extent to which the school meets Standards relating to safeguarding

63. Leaders do not follow statutory requirements in regard to attendance. Information about pupils who join the school at non-standard transition points is not shared with the local authority as required.

64. 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
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.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.

Safeguarding

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

Paragraph number	Standard
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.
Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for

	Accommodation of Children under Eighteen by Further Education Colleges.
NMS 8.1	The school should ensure that: arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State.
EYFS 3.7	If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.

School details

School	Bryanston School
Department for Education number	838/6005
Registered charity number	306210
Address	Bryanston School Blandford Forum Dorset DT11 0PX
Phone number	01258 452411
Email address	headspa@bryanston.co.uk
Website	www.bryanston.co.uk
Proprietor	BRYANSTON SCHOOL
Chair	Mr Eric Benedict
Headteacher	Mr Richard Jones
Age range	3 to 18
Number of pupils	779
Number of boarding pupils	629
Date of previous inspection	1 to 4 February 2022

Information about the school

65. Bryanston School is a co-educational boarding and day school. Founded in 1928, the school is a registered charity and is overseen by a governing body. The school comprises a pre-prep department including the early years foundation stage (EYFS); a prep school for pupils from Year 3 to Year 8; a senior school for pupils from Year 9 to Year 11; and a sixth form for pupils in Years 12 and 13. Bryanston and Knighton House prep schools merged in September 2021. Knighton House was renamed Bryanston Prep from September 2022.

66. Boarders in the prep school are accommodated in one house. There are five houses accommodating senior and sixth-form female boarders. There are two houses for male boarders in Year 9 and five houses for senior and sixth-form male boarders from Year 10.

67. The two early years classrooms are set in their own building within the grounds of the prep school.

68. The school has identified 281 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an unfunded education, health and care (EHC) plan.

69. The school has identified English as an additional language for 119 pupils.

70. The school states its aims are to foster an open-minded, challenging and inspiring environment for pupils' personal growth, providing the space for pupils to find their passions. It aims to weave creativity into the education process through the four pillars of creative and performing arts, sports, entrepreneurship and innovation and the digital world, so cultivating independence, realism, open mindedness and authenticity.

Inspection details

Inspection dates	29 April to 1 May 2025

71. A team of nine inspectors visited the school for two and a half days.

72. 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.

73. 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**.

Independent Schools Inspectorate

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