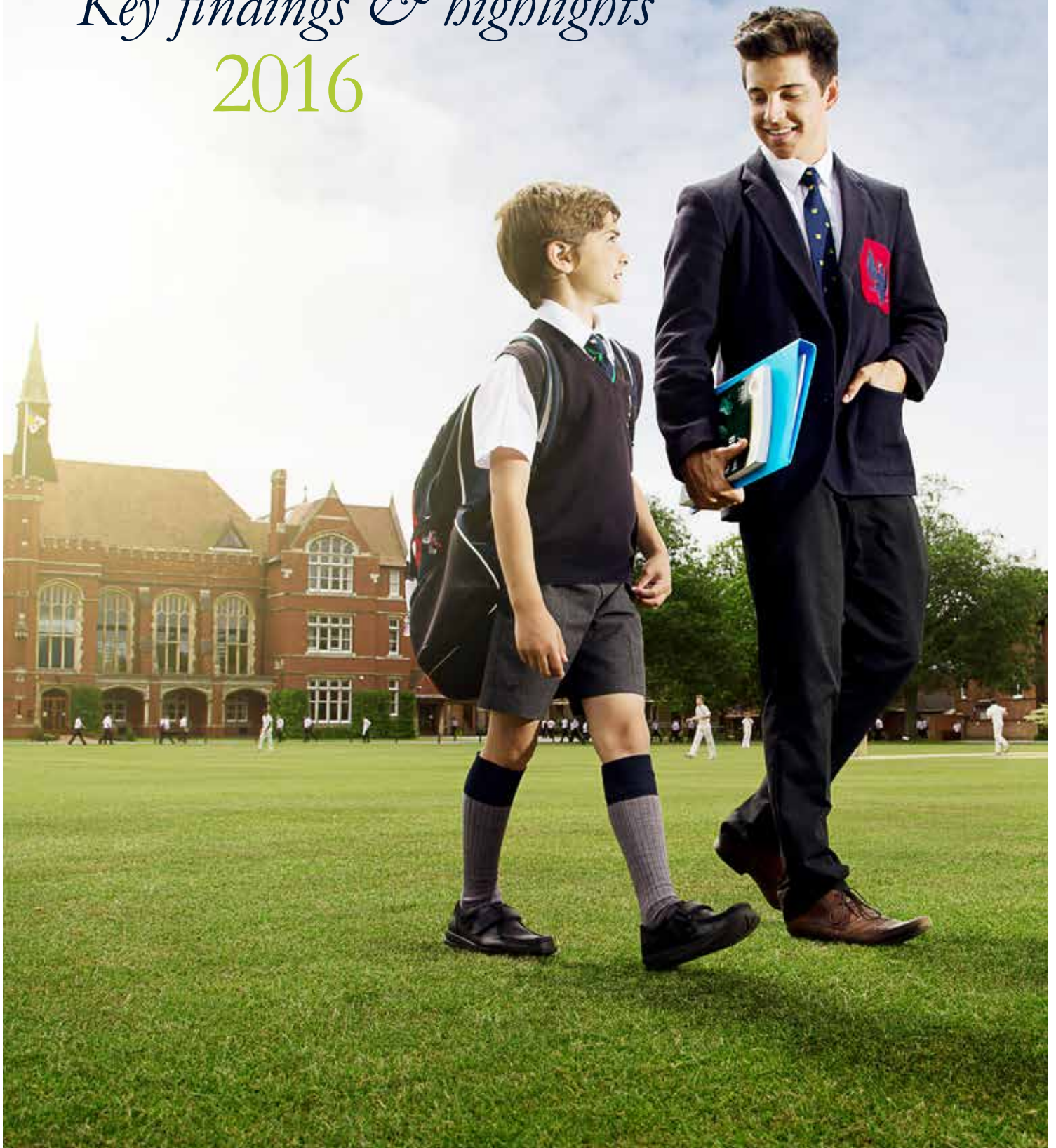


ISI Inspection

Key findings & highlights

2016





Bedford School was inspected by the Independent Schools Inspectorate (ISI) in November 2016. The inspectors carried out an Educational Quality Inspection and a Focused Compliance Inspection.

Educational Quality Inspection

The Educational Quality Inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- 1. The achievement of the pupils, including their academic development.**
- 2. The personal development of the pupils.**

The ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the following ISI descriptors:

- **Excellent (highest possible level of attainment)**
- **Good**
- **Sound**
- **Unsatisfactory**

The Key Findings

“The quality of the pupils’ academic and other achievements is

EXCELLENT.”

“The **academic attainment** of the pupils is **excellent** throughout the school.”

“Pupils develop a wide range of learning skills including **independence of thought** and the ability to **communicate clearly** and most effectively.”

“Pupils have **excellent attitudes to learning**.”

“The quality of the pupils’ personal development is

EXCELLENT.”

“Pupils have great **respect for others**, whatever their culture or ethnicity.”

“Pupils have a clear **understanding of right and wrong**, and the rule of law.”

“Pupils make a strong contribution to the school and wider community, and demonstrate a clear sense of **responsibility for others**.”

“Pupils work most effectively with each other within and across years, displaying **kindness and sensitivity**.”

“Pupils are **assured, self-confident and self-aware**.”



Highlights: The achievement of the pupils, including their academic development.

“Pupils demonstrate excellent knowledge and understanding in all areas of learning.”

“Pupils of all abilities and ages achieve highly and make rapid progress, encouraged by the high quality of teaching and the excellent individual attention provided to them by teachers.”

“Pupils have well-developed skills across the curriculum and they are highly effective in applying their skills from one area of learning to another.”

“Pupils respond positively to the wide-ranging curriculum, relishing the opportunities available to them.”

“Pupils’ written work is of a very high quality and demonstrates considerable analytical capacities.”

“They are adventurous mathematicians and they are not afraid of exploring new ideas and applying their skills to new parts of the curriculum.”

“Pupils demonstrate excellent thinking skills.”

“. . . a sense of great fun and friendly competitiveness was observed.”

“Pupils have great pride in their work and in their school.”

“Pupils throughout the school relish discussion and debate without fear of making mistakes; they understand that they may learn all the more effectively by taking risks.”

“The academic and extra-curricular achievements of pupils throughout the school are of a high standard.”

“Through their active involvement, many pupils achieve extremely high levels individually and within teams.”

“They feel that they can express ideas freely, and they take a keen interest in what their peers say.”

“Day and boarding pupils are eager to participate in life beyond the classroom in a variety of activities offered by the school, such as sport, music and drama.”

“Pupils frequently take the initiative in leading academic societies, and in promoting scholarship and learning through journals which they write and edit.”

“Pupils enjoy a smooth transition from the Prep to the Upper School which is promoted by the strengthening of links between the two parts of the school; whole-school professional development has encouraged a greater and more effective focus upon pupils’ progress as they move up through the school.”





Highlights: The quality of the pupils’ personal development.

“Day and boarding pupils alike feel positive about themselves and their places in the school community.”

“ . . . [pupils] feel inspired by the enthusiasm and energy of their teachers.”

“Pupils maintained that extra-curricular activities help them to develop their confidence and talents.”

“Pupils have a generally clear understanding of how they might improve their academic work. This is promoted by the excellent academic and pastoral support provided by the staff to individual pupils.”

“Pupils understand that the decisions they make may affect their future and reflect both on themselves and upon the community of which they are a part.”

“Pupils are resilient when things do not go their way immediately, and persevere when faced with difficulties.”

“Pupils are proud when they are provided responsibilities and they are determined to fulfil them to the best of their capabilities.”

“Pupils throughout the school demonstrate very real strengths of personal integrity.”

“The house system and the diversity within the school community are real strengths of the school and underpin the consideration which pupils show for each other.”

“Pupils see themselves as part of a cohesive school community which includes not just staff and current pupils but former pupils as well. Pupils have enormous affection for this community of which they are a part.”

“By the time they leave the school, pupils have developed a mature outlook and they have the necessary skills in place to enjoy successful lives in higher education and in their future careers.”

“Pupils are ambitious as they look to the future, responding well to the school’s increasing encouragement to them to set aspirational targets for themselves.”

“They approach the transition with confidence, resilience and a positive attitude which is brought about in part by effective university and careers guidance, the knowledge staff have of individual pupils, and the many opportunities for pupils to take responsibility and develop their independence.”

[Click here for the full Educational Quality Inspection Report](#)



Focused Compliance Inspection

The Focused Compliance Inspection reports on the school's compliance with the Independent School Standards, including the National Minimum Standards for Boarding Schools. The standards represent minimum requirements and judgements given either as **met** or **not met**.

Bedford School met these standards.

May we take this opportunity to thank you and your son for your support throughout last year's ISI Inspection of the school. The inspectors found the boys to be simply inspiring.

We hope that you are just as proud of this report as we are. The inspection proved a wonderful independent validation of the excellence on offer here at Bedford School.



Bedford School, De Parys Avenue, Bedford MK40 2TU
Tel: +44 (0)1234 362216 Email: admissions@bedfordschool.org.uk
www.bedfordschool.org.uk

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Registered in England: Company No. 3475202.
Registered Office: Pilgrim Centre, Brickhill Drive, Bedford, MK41 7PZ.
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