

School inspection report

3 to 5 February 2026

Bickley Park School

24 Page Heath Lane

Bickley

Bromley

BR1 2DS

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. The school provides a supportive community in which pupils are known well as individuals. Leaders have managed the recent transition to a co-educational school structure carefully. They have maintained effective routines and structures while also adapting to ensure that female pupils transition happily and seamlessly into the school community. Positive relationships between staff and pupils are reflected in daily routines and learning across all year groups.
2. Leaders provide clear strategic direction and establish shared expectations across all parts of the school. These expectations are communicated consistently to staff, pupils and parents and are reflected in routines, behaviour and learning. Leaders evaluate the effectiveness of provision through systematic monitoring, review of assessment information and professional dialogue. Governors combine support with challenge and maintain oversight of the Standards and other statutory requirements. Collectively leaders and governors ensure that pupils are well prepared for the next stage of their education.
3. Leaders design a broad, balanced and inclusive curriculum that enables pupils to develop knowledge, refine skills and increase in independent application across academic, creative, physical and technological areas. Teaching is monitored systematically and assessment information is used effectively to adapt learning to pupils' needs. As a result, pupils engage positively, make good progress from their starting points and are well prepared for the next stage of their education.
4. Staff promote pupils' physical and emotional wellbeing through well-established pastoral arrangements that support personal development. Pupils understand how to manage their feelings, know how to seek help, and express confidence in the school's support systems. As a result, pupils behave responsibly and are ready to learn in a productive environment.
5. Pupils develop social responsibility, independence and leadership skills through opportunities to contribute to school life and work with others. They show respect for diversity and understand their roles within a community. As a result, pupils are prepared well for further education and for participation in modern British society. However, the oldest pupils in Years 7 and 8 have a less well-developed understanding of the range of career pathways available to them.
6. Leaders implement safeguarding arrangements that meet statutory requirements. Staff follow procedures, keep appropriate records and complete required training. Leaders and governors maintain oversight through review of training records, safeguarding records and reporting systems.

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 the oldest pupils, in Years 7 and 8, gain a secure, age-appropriate understanding of a broad range of career pathways available to them.

Section 1: Leadership and management, and governance

7. Leaders maintain high quality communication with all members of the school community that prioritises pupils' progress and wellbeing. Leaders gather stakeholders' views through planned consultation arrangements, such as pupil councils, surveys of parents, staff and pupils, and parent forums. Leaders review this feedback and act on it. As a result, pupils, parents and staff are listened to, confident to raise concerns and secure in the school's arrangements.
8. Leaders conduct systematic self-evaluation and monitoring. Leaders monitor teaching and curriculum implementation effectively. They use a range of information, for example through lesson visits, learning walks, work scrutiny and departmental review, alongside regular analysis of assessment information. Leaders use their findings to inform the school development plan. Leaders align professional development with identified priorities through staff appraisal and training. Leaders' actions strengthen the consistency of teaching and support pupils to make good progress.
9. Leaders maintain coherent arrangements for tracking pupils' academic progress. They use a range of assessment information to inform teaching. Leaders hold regular review meetings to ensure staff support pupils effectively and promptly. Leaders promote collaboration between staff to ensure continuity as pupils move through the school. For example, they ensure that they monitor a wealth of information about pupils who have special educational needs and/or disabilities (SEND). They act swiftly to support pupils' holistic needs. This oversight enables pupils to be well prepared in all areas of their learning and development and to move on to their next stage of education with the skills and confidence to be successful.
10. Leaders prioritise and promote pupils' wellbeing through a carefully monitored programme which teaches pupils about healthy relationships and lifestyles. This includes through high quality pastoral care and the well-planned personal, social, health and economic education (PSHE) and relationships education programmes. Leaders routinely review and adapt the provision to suit pupils' needs. This oversight enables pupils to develop age-appropriate understanding of important topics, and how to care for their own emotional wellbeing.
11. Leaders maintain suitable admission and attendance registers, follow up absence promptly and notify the local authority if pupils join or leave the school at non-standard transition points. Leaders with responsibility for attendance and admissions analyse attendance patterns to identify concerns and take action to support pupils' welfare and engagement.
12. Leaders work with external agencies and fulfil their duties under the Equality Act 2010. Leaders review the accessibility plan on a planned cycle and make reasonable adjustments to curriculum, resources and premises, where required, to meet pupils' needs. Leaders understand procedures for working with the local authority in relation to pupils who have an education, health and care plan (EHC plan) and know how to fulfil these duties should the need arise.
13. Governors provide systematic oversight and challenge. They review safeguarding information and the single central register of appointments, they undertake visits, and monitor policy review cycles. Governors sample documentation and review monitoring information so they can provide informed challenge as well as support to ensure that the Standards are met consistently by leaders.

14. Leaders communicate with parents through regular reports, meetings and publication of required information. Leaders implement a complaints procedure with well-defined stages. This framework supports transparency and partnership with families.
15. Leaders have established an appropriate approach to reviewing and managing risk. They have in place a range of well-considered risk assessments. Leaders routinely review risk assessments in a responsive way, for example in relation to changes to the site. They maintain detailed maintenance logs and incident records and act promptly where required. Staff are well trained and follow risk management procedures. Leaders' oversight ensures that risks on and off site are carefully planned and managed.

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

16. **All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

17. Leaders and teachers implement a curriculum that is broad, balanced and age appropriate. Curriculum planning is progressively sequenced from the early years to Year 8 so that knowledge and skills build systematically over time. Leaders focus on the development of core skills, for example, the development of mathematics, reading and writing, through progressive practice, modelling and feedback. Curriculum planning includes opportunities for pupils to transfer learning between subjects and apply knowledge across the curriculum.
18. Teachers draw on secure subject knowledge. They use precise modelling, questioning and feedback to enable pupils to secure understanding and improve work. Teachers break learning into steps, check understanding frequently and address misconceptions promptly. They use a range of resources such as, for example, apparatus and visual prompts, to help pupils to learn new skills and apply learning to practical problem-solving. Teachers frequently incorporate discussion, partner talk and practical application, which enable pupils to explain ideas, rehearse language and solve problems collaboratively. Pupils are encouraged to explain reasoning aloud in mathematics, science and humanities before recording methods independently. In innovation, computing and engineering, teachers identify and discuss points of weakness to enable pupils to refine designs. In visual arts pupils are supported to develop control, technique and expressive confidence through two dimensional, three dimensional and digital creations.
19. Pupils are enthusiastic and engaged learners. They explain their thinking, respond to feedback and refine work against success criteria. Pupils sustain focus, show perseverance and increasingly take responsibility for improving their work. They rehearse subject-specific vocabulary through structured discussion prior to written, practical and creative tasks. This opportunity strengthens pupils' confidence, technical accuracy and conceptual understanding. In lessons and discussions, pupils consider differing viewpoints and staff support them to express ideas respectfully, enabling balanced understanding appropriate to their age.
20. Leaders review assessment information routinely to check pupils' knowledge and extend their learning. Leaders identify and act quickly where pupils require additional support or are ready to apply their learning in more complex ways. Staff run clinics and provide targeted help to enable pupils to revisit misconceptions in small groups. Additional activities enable pupils, when they are ready for it, to deepen understanding through open-ended tasks and independent projects.
21. Staff support pupils who have SEND through well-chosen strategies such as visual timetables, writing frames and manipulatives to secure understanding and sustained engagement. Staff adapt explanations precisely, provide carefully resourced tasks and offer targeted adult guidance. Pupils engage confidently and increasingly independently in their learning. Leaders review progress, participation and wellbeing information to adjust provision. They ensure pupils who have SEND participate fully in lessons, contribute ideas and demonstrate growing confidence alongside their peers.
22. Leaders identify pupils who speak English as an additional language (EAL) and support them to develop essential linguistic skills. Staff support pupils through targeted vocabulary rehearsal, visual cues and speaking opportunities before writing. Teachers encourage pupils to rehearse vocabulary orally before writing to support understanding and curriculum access.

23. Early years leaders ensure a coherent, well-sequenced curriculum. Adults sustain interaction thoughtfully, extending children's ideas and vocabulary through responsive questioning and modelling. Staff use assessment information to inform planning and provide targeted help for children. Staff support children's communication and early reading through purposeful interaction. For example, children act out vocabulary from stories, blend sounds to read simple words and use fine motor resources such as dough and mark-making tools to develop early writing control. Staff adapt tasks where needed and consult with external specialists when they need further guidance. Children learn and develop well from their starting points.
24. Leaders enrich learning beyond the classroom. There is a wide ranging and well-structured programme of clubs, performances, sport, creative activities and educational visits for pupils of all ages. Specialist provision in music, drama, art and games develops pupils' technical skills alongside confidence, teamwork and physical competence. Pupils of different aptitudes access the same opportunities with support where needed. Creative productions, concerts and competitions and wide ranging outdoor learning opportunities promote independence, co-operation and problem-solving in practical contexts.

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

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

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

26. Leaders ensure that pupils' physical development is promoted through a well-planned physical education (PE) programme and wider sport provision. Teachers model techniques accurately, give corrective feedback and help pupils to build their skills over time. In lessons, pupils practise co-ordination through drills, refine movements step by step and apply techniques in team contexts with high levels of co-operation and communication. Teachers help pupils to develop stamina and physical confidence and learn to manage success and disappointment constructively.
27. In the early years, staff plan daily experiences for children's physical development. Children use climbing equipment, balancing resources and ride-on apparatus to develop gross motor control. Fine motor development is promoted through activities such as dough modelling, threading and using tweezers and mark-making tools. Staff model safe movement and adapt tasks where needed, including for the youngest children. These experiences strengthen co-ordination, grip strength and readiness for writing, while also building children's independence and confidence.
28. Staff teach a planned programme of PSHE education which includes relationships and sex education (RSE). Staff teach age-appropriate information about friendships, feelings, discrimination, personal boundaries and healthy relationships. Pupils discuss scenarios, reflect on choices and practise respectful communication. These guided discussions enable pupils to develop empathy, moral awareness and understanding of how behaviour affects others. The curriculum helps pupils to deepen their understanding of respect for difference, such as gender, race or religion. Pupils reflect on values, beliefs and the impact of their choices during discussion and curriculum activities.
29. Staff use consistent approaches that enable pupils to manage their emotions, which in turn supports their mental wellbeing. Pupils learn to identify and describe emotions using visual prompts and classroom discussion, and they access quiet spaces when they need time to calm themselves. Staff use check-in routines, calm modelling and predictable classroom routines to help pupils regulate their feelings.
30. In the early years, routines support positive behaviour and emotional security. Children follow clear signals, take turns and engage in learning with sustained focus appropriate to their age. Staff provide reassurance where needed and use visual supports and consistent routines to help children regulate behaviour. Children show enjoyment, co-operate with peers and make good progress in managing their feelings and behaviour.
31. Staff apply the school's behaviour policy and expectations consistently and effectively. Teachers reinforce expectations through assemblies, classroom routines and daily reinforcement. Leaders analyse behaviour records to identify patterns and provide targeted guidance and additional support where needed. They review trends over time to evaluate the impact of behaviour strategies. Pupils understand boundaries, interact respectfully and contribute to orderly environments that support learning.
32. Staff address bullying through established reporting and investigation procedures. Leaders review records regularly to identify patterns and adapt preventative education where needed. Bullying is rare and staff address incidents promptly. Restorative practices enable pupils to understand the impact of bullying and to repair relationships, sustaining a culture of respect and emotional security.

33. Staff maintain supervision, first aid provision and daily welfare checks so that pupils are cared for throughout the school day. Leaders review supervision arrangements to ensure they remain appropriate across the school day. Trained staff, including those with paediatric first aid qualifications in the early years, respond promptly and appropriately to minor injuries and maintain clear, accurate medical records. Pupils move around the site confidently and demonstrate a clear understanding of established emergency procedures, including fire evacuation routines.
34. Leaders manage admission and attendance registers carefully. Leaders monitor attendance patterns routinely, follow up absence promptly and review trends through planned meetings. They work closely with parents and external agencies to support pupils to ensure that attendance does not become a barrier to learning.
35. Leaders have a systematic and thorough oversight of health and safety arrangements, including fire safety, supervision, site security and medical protocols. Through regular monitoring, site checks and incident review, leaders ensure that risks are identified, assessed and reduced effectively. Leaders maintain appropriate oversight of maintenance and incident records and act promptly to address any issues identified. The site is maintained appropriately, and procedures are implemented consistently so that health and safety are managed effectively.

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

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

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

37. Teachers develop pupils' social understanding through planned curriculum teaching, assemblies and daily routines that promote respectful interaction. Teachers organise paired and group activities where pupils listen to differing viewpoints, share responsibilities and resolve minor disagreements constructively. Younger children learn turn-taking and co-operation through guided play, snack time routines and guided group tasks. Pupils grow in confidence in expressing views respectfully and working collaboratively with others. These experiences complement academic learning by helping pupils develop initiative and awareness of their role within a community.
38. Staff embed responsibility across age groups, so that pupils develop initiative and self-confidence. Younger pupils manage classroom routines and undertake helper roles that contribute to daily organisation. Older pupils represent their peers through councils and leadership roles such as Year 8 council members. They present ideas formally and contribute to decision-making that leads to practical changes in school life, including environmental initiatives such as the amphitheatre and aspects of daily provision. In these roles, pupils understand representation, shared responsibility and the importance of contributing to a community.
39. Staff provide opportunities for pupils to contribute to the wider community. Pupils participate in charitable initiatives, sustainability projects and community-linked activities, such as litter picking, at regular intervals. Older pupils support younger pupils during activities and events, developing leadership and service. These activities help pupils understand that their actions have a positive impact beyond the classroom and foster a sense of social responsibility.
40. Teachers promote understanding of democratic principles, mutual respect and the rule of law through curriculum teaching and school systems. Pupils experience democratic processes through voting, consultation and participation in councils. They learn how decisions are made and reviewed within the school and discuss fairness, rights and responsibilities in age-appropriate ways. Teachers also help pupils understand personal choice, responsibility and individual freedoms appropriate to their age. This supports pupils' understanding of how rules and systems contribute to inclusive communities.
41. Teachers develop pupils' cultural understanding through curriculum study, themed events and discussion. Pupils develop understanding of different beliefs, traditions and ways of life and are encouraged to express views respectfully while recognising that others may hold different perspectives. Assemblies and classroom discussions reinforce messages of respect and inclusion. Pupils demonstrate courteous attitudes and show respect for difference in their interactions. Leaders review curriculum coverage and assemblies to ensure pupils encounter a balanced range of perspectives.
42. Staff promote independence and practical life skills. For example, in Years 7 and 8 pupils take part in activities such as food preparation, garment care and practical design projects where they follow instructions, solve problems and evaluate outcomes. These planned activities build organisational skills, resilience and self-reliance and help pupils apply learning in practical contexts.
43. Teachers develop pupils' economic understanding through curriculum teaching and enterprise activities. As they get older, pupils gain understanding of budgeting, spending choices and simple

financial planning. In practical tasks, pupils calculate costs, consider value and reflect on how decisions influence outcomes. These experiences help pupils understand how money, work and decision-making connect to daily life.

44. Staff provide a careers programme through PSHE lessons, visiting speakers and preparation for transition to senior school. They support pupils in developing independence and readiness for their next stage of education throughout the school and on to their next step. As a result, pupils understand immediate next steps in education and as they mature begin to discuss aspirations. However, the oldest pupils' knowledge of career pathways and how their personal strengths and interests link to future employment are less well developed.

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

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

Safeguarding

46. Leaders with designated safeguarding responsibility maintain oversight through review of training records, safeguarding files and reporting systems. They ensure that training and procedures remain up-to-date and embedded in daily routines.
47. Safeguarding roles are clearly understood across the staff team. Induction and regular training is aligned with statutory guidance. Staff recognise indicators of concern and follow established reporting procedures without delay. Leaders reinforce this culture through regular review of records and by maintaining safeguarding as a regular focus in staff meetings. Pastoral systems enable pupils to share concerns, which staff escalate through established safeguarding procedures.
48. Those with overall safeguarding responsibility ensure that records are organised and reviewed regularly to identify patterns or emerging risks. Leaders review records systematically to evaluate response times and follow-up actions. Leaders apply national and local safeguarding guidance carefully when determining next steps. This oversight ensures that concerns are identified early and appropriate action is taken.
49. Leaders consult with external agencies to secure support for pupils and families where required. Leaders collaborate with local authority services, health professionals and child and adolescent mental health services (CAMHS) when pupils require additional help. Leaders track referrals and record follow-up actions. This co-ordinated approach supports timely intervention and specialist help for pupils when they need it.
50. Leaders implement safer recruitment procedures carefully. Leaders and governors monitor these recruitment procedures and ensure that required pre-employment checks are completed promptly and effectively before staff begin working at the school and that these are recorded on the single central record.
51. Pupils learn how to stay safe, including online. They understand how to report concerns and develop awareness of online risks. Staff promote online safety through the implementation of internet filtering and monitoring technology, clear expectations around mobile phone use, staff guidance and curriculum teaching. Leaders review alerts and act promptly where issues arise.
52. Governors provide systematic oversight of leaders' work. They undertake a range of appropriate monitoring activity. Governors provide challenge and hold leaders to account. They support consistent and effective safeguarding implementation across the school, including in the early years, where requirements such as the implementation of the cameras and mobile phone policy and daily risk assessments, are checked for their effectiveness.

The extent to which the school meets Standards relating to safeguarding

53. All the relevant Standards are met.

School details

School	Bickley Park School
Department for Education number	305/6002
Registered charity number	307915
Address	Bickley Park School 24 Page Heath Lane Bickley Bromley Kent BR1 2DS
Phone number	020 8467 2195
Email address	info@bickleyparkschool.co.uk
Website	www.bickleyparkschool.co.uk
Proprietor	Bickley Park School Ltd.
Chair	Mr Mandeep Hansra
Headteacher	Mr Tom Quilter
Age range	2 to 13
Number of pupils	311
Date of previous inspection	21 to 23 March 2023

Information about the school

54. Bickley Park school is an independent co-educational day school for pupils between the ages of two and thirteen years old. Originally a school for male pupils, Bickley Park initiated a phased approach to co-education in September 2024. The school is located on two separate sites. The prep school, for pupils aged seven to thirteen years old, is located at the school's registered address. The pre-prep school, for pupils aged two to seven years old, is located on a second site at 14 Page Heath Lane. The school is a registered charity overseen by trustees who also take on roles on a board of governors. The current headteacher joined the school in September 2023.
55. There are 85 children in the early years comprising three classes in the pre-school and two classes in Reception.
56. The school has identified 42 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
57. The school has identified English as an additional language for 92 pupils.
58. The school states its aims are to prepare pupils not just for the working world, but for life. They aim to deliver a broad and balanced, quality curriculum that embeds the skills and attributes that pupils need to thrive, and to provide an education that identifies, nurtures and celebrates the strengths of every child, no matter where they lie.

Inspection details

Inspection dates

3 to 5 February 2026

59. A team of three inspectors and a shadow inspector visited the school for two and a half days.

60. 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

61. 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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