ISI Independent Schools Inspectorate

School inspection report

24 to 26 March 2026

Baston House School

Baston Road

Hayes

Bromley

BR2 7AB

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. The proprietor monitors the work of leaders with care and ensures that the Standards are consistently met so that the wellbeing of pupils is actively promoted. Leaders adopt a rigorous approach to the identification and reduction of risk which helps to keep pupils and staff safe.

2. Leaders liaise effectively with local authorities both to improve provision and to support pupils and their families. They provide the required information for current and prospective parents on the school's website. However, at the start of the inspection, leaders had not published all of the school's previous inspection reports or details of the school's academic performance in the preceding year. This was rectified before the conclusion of the inspection.

3. The curriculum covers all of the required areas and is flexible to adapt to the needs of individual pupils. Significant curriculum time is dedicated to equipping pupils with the social and communication skills and strategies they need when they leave school.

4. Well-trained staff help pupils to self-regulate with increasing success as they get older and support them to improve their behaviour. The support provided to pupils by the therapeutic team is closely integrated with the work of leaders to improve behaviour, attendance and reduce pupils' anxiety. However, the recently introduced behaviour management policy is not fully understood or consistently implemented by all staff.

5. The personal, social, health and economic (PSHE), travel training and independent living curriculums are effective in equipping pupils with the skills and understanding they will need when they leave school and in promoting their self-confidence and self-esteem. The curriculum enables pupils to gain a better understanding of their local community. Leaders adapt the curriculum according to the needs of the pupils in order to ensure it remains relevant and effective.

6. The relationships and sex education (RSE) curriculum teaches pupils about healthy relationships. It is thoughtfully sequenced by leaders, includes all of the required content and is modified to reflect the needs of individual pupils. The school's RSE policy was not available on the school's website at the start of the inspection. This was corrected by leaders before the inspection was complete.

7. The careers programme provides bespoke advice and guidance to pupils of secondary school age so that they have a good understanding of the pathways available to them when they leave school.

8. Arrangements to safeguard pupils are robust. Staff are well trained in safeguarding and understand their responsibilities. The safeguarding team has a good understanding of the contextual risks to pupils and make prompt referrals to the local authority when required. Leaders consistently follow clear procedures to ensure that all the required checks are carried out on adults before they start work in the school. These checks are recorded in the single central record (SCR), though the date of leaders seeing overseas checks was not recorded. This was rectified before the end of the inspection.

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 all required previous inspection reports are consistently published on the school's website
- ensure that details of the school's academic performance in the previous academic year are consistently published on the school's website
- ensure that the RSE policy is consistently published on the school's website
- ensure that all staff understand the school's behaviour management policy so that it is consistently implemented when supporting pupils
- ensure that the single central record includes the dates that leaders received overseas checks on adults working in the school.

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Section 1: Leadership and management, and governance

9. The proprietor ensures that leaders have the required skills and knowledge so that the Standards are consistently met. The proprietor monitors the work of leaders through the scrutiny of a local board of governors in addition to detailed written reports from leaders. Visits to the school help governors to better understand how leaders' decisions and actions have affected pupils. Leaders evaluate the effectiveness of the support provided to pupils, taking into account the views of pupils, parents and staff in deciding the aspects of provision that require development.

10. Leaders ensure that staff are well trained to meet the needs of pupils and to know and understand them as individuals. This means that pupils receive appropriate help and support when required. Leaders work in effective collaboration with external agencies to support and promote pupils' wellbeing. They work closely with the local authority in order to ensure that staff are suitably trained for their roles and to further strengthen the therapeutic support available to pupils. They also work with local authorities, parents and pupils in the annual review of education, health and care plans (EHC plans) and ensure that details of income received and expenditure by the school are provided to local authorities. When pupils leave or join the school at non-standard transition points, leaders ensure that the local authority is kept informed.

11. Leaders design and implement a suitable accessibility plan that improves access to the curriculum, the school site and access to information. Leaders make suitable adaptations to the curriculum and therapeutic support to accommodate the needs of individual pupils. The school discharges its responsibilities under the Equality Act 2010.

12. A suitable complaints policy is in place and leaders implement this effectively. They deal with complaints promptly and keep suitable clear records that allow any trends to be identified and acted upon.

13. The majority of information required is made available to parents on the school's website. At the start of the inspection, not all of the school's previous inspection reports or details of the school's academic performance in the previous year were published. These omissions were corrected before the end of the inspection.

14. Parents receive detailed reports on a termly basis that keep them informed of their child's attainment and progress and indicate clearly what their child needs to do to improve.

15. Leaders' approach to the assessment and management of risk is consistent and robust, in line with relevant legislation. Staff are suitably trained to identify, mitigate and record risks including those relating to individual pupils. Leaders monitor risk assessments and ensure that they are updated as required so that they remain effective in protecting pupils and staff on site and on trips.

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

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. Leaders have given careful consideration to a curriculum that gives pupils the subject knowledge and life skills they will need when they leave school. Each pupil's curriculum is modified by leaders to accommodate individual educational and social needs to help ensure they are best supported to learn. Pupils of primary age focus significantly on developing communication skills, as well as building their skills in other areas, such as numeracy and working collaboratively. Pupils in the sixth form study core subjects of English and mathematics, as well as independent living and travel training. Sixth-form pupils are also able to shape their curriculum to match their interests, with choices available from horticulture, trade skills and food technology to sport and music technology. Pupils make good progress as a result and staff have a well-developed understanding of the needs of individual pupils.

18. Leaders think carefully about the extent and nature of the support that each pupil requires when they join the school. Leaders ensure that appropriate therapeutic support is in place, including occupational therapy to cater for pupils' social and emotional needs. Weekly meetings between staff, including those dedicated to providing behavioural and therapeutic support, mean that the strategies in place to support pupils in their learning are continually reviewed and adjusted. Leaders ensure that achievements are recorded in pupils' individual learning journals, which enables them to monitor pupils' progress in relation to their targets so that pupils in need of additional help can be identified and supported. Leaders listen carefully to the views of pupils and parents in assessing the effectiveness of the support in place and in determining any revision to this support and pupils' targets.

19. Teachers' subject knowledge is good. They plan lessons carefully, consistently taking into account pupils' prior attainment and their needs when identifying and adapting suitable resources that support them to deepen their understanding and knowledge. Planning is flexible, to allow for pupils' changing needs. Teachers think carefully about adapting teaching strategies to match the needs and circumstances of each pupil at any given time. In the primary section of the school, staff help pupils to communicate their needs, feelings and understanding of their work in order to give them targeted support. Teachers understand how best to develop pupils' retrieval of knowledge, such as in English, where repeated recall of a variety of grammatical concepts is supported by the teacher's effective questioning. Rotating pupils' reading from the text helps them to understand the importance of taking turns and compromising. In mathematics lessons, pupils are taught to solve complex problems by breaking them down into manageable steps.

20. Older pupils support pupils in the primary section by helping them with their work, including reading. This promotes social engagement between pupils of varying ages and helps pupils develop social and communication skills.

21. The needs of pupils who speak English as an additional language (EAL) are identified promptly. Leaders work in close liaison with parents to determine the best type of support to help pupils develop their communication and social skills, including the use of widget symbols and immersion in reading and phonics. They ensure that all staff involved in caring for pupils understand what strategies to use in helping these pupils in lessons and at break time. Leaders are diligent in assessing how effective their plans are for supporting pupils who speak EAL. They make adjustments to this support so that pupils are helped to make good progress in communicating their needs and feelings, as well as enabling them to interact positively with their peers.

22. Leaders provide a range of inclusive sporting activities and clubs that take into account pupils' interests and needs. These extra-curricular activities help pupils to develop new skills such as working together, regulating their emotions and behaviour more effectively, and thinking about the needs of others. The soft play area for the use of younger pupils helps them to interact socially and to manage their emotions.

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

23. All the relevant Standards are met.

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

24. In their daily interactions with pupils and during form time and assemblies, leaders and staff take opportunities to consistently promote the school values of the importance of the individual and a safe inclusive environment where pupils feel comfortable expressing their opinions. Staff are dedicated in promoting the wellbeing of pupils through working relationships that feature and model trust, mutual regard and kindness. Leaders have sequenced flexible PSHE, independent living and travel training curriculums so that pupils can acquire increased self-confidence, self-esteem and self- knowledge at a time that is right for them as individuals. PSHE lessons and assemblies also support pupils to reflect on and think in increasing depth about their own values and appreciation of the non-material world.

25. Pupils' self-confidence is also supported through a range of activities and carefully planned educational and recreational trips which help pupils to understand how to travel safely and to develop their social skills in visiting shops and cafes and making purchases. Leaders encourage pupils to take part in performance opportunities, such as the carol service. Leaders have chosen to dedicate curriculum time to The Duke of Edinburgh's Award scheme (DofE) so that pupils have the opportunity to volunteer and solve problems collaboratively on residential expeditions.

26. Pupils are supported to improve their behaviour and to gain an increased understanding of how to self-regulate their responses by thinking about and understanding their emotions over time. Not all staff understand the behaviour management strategies recently introduced by leaders, which means they do not always take consistent action when dealing with lower-level pupil behaviours. Leaders promptly address incidents of serious misbehaviour and ensure that the pupils involved are appropriately supported. They take appropriate measures to reduce the incidence of bullying, including educating pupils about how to spot behaviours that constitute bullying and about the action to take should it happen to them or to their peers. Staff are well trained to identify indications of bullying and leaders take prompt action to address such behaviours.

27. The PSHE curriculum and themed assemblies help pupils understand how to maintain their physical and mental wellbeing. For example, pupils are taught about the role and importance of vaccines, how to eat healthily and to recognise and cope with anxiety. Pupils of primary age develop their fine motor skills through play activities. The physical education (PE) curriculum for older pupils helps them to develop their co-ordination, balance and agility, as well as their collaborative skills, through team sports that range from traditional sports such as football and basketball, to cornhole and pickle ball. Leaders collaborate with pupils to ensure that activities continue to match their interests. They make suitable adjustments to the provision for pupils who are injured or have medical conditions to ensure that all pupils are able to access the PE curriculum at an appropriate level.

28. Staff are suitably trained to teach the RSE curriculum, which leaders have designed to build on pupils' prior knowledge as they get older. The curriculum is flexible, taking into account pupils' needs and emerging themes. It helps pupils understand the concepts of consent and types of relationships at a level to match their maturity and understanding. Leaders work with parents to ensure that pupils are emotionally equipped to be able to understand and learn from the content. The school's RSE policy was not published on the school's website at the start of the inspection as required. This was corrected before the end of the inspection.

29. Leaders monitor attendance and work with parents to devise suitable action plans to improve the attendance of individual pupils as necessary They liaise with the local authority as required. Leaders have thought carefully about how to reduce barriers to pupils' attendance and staff, including the therapeutic team, work together to support pupils and their families, reviewing and amending attendance improvement plans as required. The school's admissions register includes all the information required by statutory guidance.

30. The school's buildings and facilities are well maintained and the site is secure. The health and safety policy reflects relevant legislation and staff diligently carry out relevant checks and inspections that are appropriately recorded. Pupils and staff know what action to take in the event of a fire alarm as a result of frequent fire drills, and leaders have taken suitable steps to identify and control the risk of fire.

31. Leaders ensure that pupils are appropriately supervised by staff during the day and on school trips. They have identified areas of the school where the risks to pupils are higher and ensure that these areas are more closely monitored by staff. Staff have suitable training to support pupils who are injured or are unwell. Pupils receive prompt care from staff in suitable accommodation.

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

32. All the relevant Standards are met.

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

33. Leaders implement a PSHE curriculum that helps pupils to become ready for life in British society and is consistent with the school aims of providing an inclusive environment with a strong sense of community. PSHE lessons, which include a consistent promotion of British values, and opportunities in the wider curriculum, including educational visits, travel training and themed assemblies, help pupils to develop an understanding of, and respect for, different beliefs and traditions and the importance of respect and tolerance for all. The curriculum, teaching and contributions from visiting speakers are carefully monitored by leaders to ensure that any political issues are presented in a balanced way.

34. Pupils of primary school age are helped to gain an understanding of right from wrong and principles such as the importance of taking turns through the curriculum, the modelled behaviour by the adults caring for them and supported experiences at breaktime and in lessons when pupils develop their social skills as they interact with each other.

35. Leaders help pupils to gain an understanding of the role of public services through the PSHE curriculum and speakers in assembly. For example, visits by the police help older pupils to think about the importance of the rule of law. The democratic process is brought to life for pupils by building links with the local MP and the opportunity to vote for school council representatives following an election campaign. The elected members of the school council report to pupils on progress in areas they have discussed with leaders, such as different food choices that are available in the dining hall, which fosters in pupils a sense of responsibility and an understanding of how they can serve their own community Older pupils are helped to develop their leadership skills by supporting younger pupils in their learning.

36. The careers programme implemented by leaders keeps pupils informed about the implications of their subject choices and their options when they leave school. The programme consists of careers lessons for older pupils, annual one-to-one discussions for all pupils in the secondary school, opportunities to hear about the workplace directly from employers and interview practice so that they are well prepared for accessing employment and further education. Careers support for pupils is tailored by staff to ensure pupils' individual needs, interests and aptitudes are fully taken into account.

37. The PSHE and independent living curriculums help pupils develop their economic awareness and literacy. Pupils learn about budgeting, student loans, investments and how to understand payslips. Older pupils are supported in independent living lessons to visit shops and make purchases, whilst all pupils participate in an annual Christmas market in which classes work together, with a set budget, to make and sell items.

38. Pupils take part in fundraising activities for charities such as the NSPCC and Comic Relief. These activities help pupils to understand both the role and purpose of specific charities and how they can make a positive contribution to society. Leaders also plan school trips carefully to provide pupils with opportunities to help them understand and engage with their community.

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

39. All the relevant Standards are met.

Safeguarding

40. The school's safeguarding policy is in accordance with statutory guidance and is effectively implemented by leaders. The proprietor monitors the work of leaders with responsibility for safeguarding carefully through detailed termly written reports and an annual review of safeguarding, as well as frequent discussions with leaders and visits to the school.

41. Adults working in the school receive suitable safeguarding training on induction which is frequently updated. Leaders ensure that staff training includes recognising the potential indications of radicalisation and that training is adapted to reflect the context of the school and the experiences and circumstances of the pupils that staff care for and support. Leaders ensure that staff understand procedures and statutory guidance relating to safeguarding through quizzes and the consideration of safeguarding scenarios.

42. Staff are vigilant to potential signs of abuse. They know how to report concerns relating to the welfare of pupils and do this without delay. Members of the safeguarding team have appropriate up-to-date training. They make prompt referrals to external agencies such as children's services and the police and work effectively with these agencies to ensure pupils and their families are helped and supported. Leaders ensure that safeguarding records are securely stored and are detailed, including clear chronologies and reasons for leaders' decisions.

43. Staff understand how to recognise and report concerns relating to the behaviour of adults working in the school. Leaders keep thorough records of these reports and make referrals promptly to the local authority where required. They ensure that the school and local authority work closely together to help protect pupils. An appropriate staff code of conduct is in place which helps to ensure that staff understand their safeguarding responsibilities

44. The risks to individual pupils are carefully assessed by leaders who take appropriate steps to control and review them. Leaders have a clear understanding of the contextual risks to pupils and mitigate them appropriately. For example, they keep parents informed of how they reduce the hazards associated with their child's online activity. Through the PSHE curriculum, leaders teach pupils to keep safe, including when online. For example, the travel training curriculum helps pupils understand how to stay safe when traveling.

45. The school's internet is monitored and filtered by suitable systems which leaders test regularly to ensure they remain effective. When alerted by these systems, leaders take prompt action to understand what has happened so that they can support pupils.

46. Leaders are diligent in ensuring that all the required checks are carried out on adults working in the school before employment commences. These checks are accurately recorded in the SCR, which is checked by leaders and the proprietor. At the start of the inspection, the SCR did not include the dates that overseas checks were seen by leaders. This was corrected before the end of the inspection.

The extent to which the school meets Standards relating to safeguarding

47. All the relevant Standards are met.

School details

School	Baston House School
Department for Education number	305/6082
Address	Baston House School Baston Road Bromley Kent BR2 7AB
Phone number	020 8462 1010
Email address	info@bastonhouseschool.org.uk
Website	www.bastonhouseschool.org.uk
Proprietor	P Bloom Ltd
Chair	Mr Richard Power
Headteacher	Mr Ben Price
Age range	5 to 19
Number of pupils	121
Date of previous inspection	15 to 17 November 2023

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Information about the school

48. Baston House School is a co-educational day school located in the London borough of Bromley. It is a special school for pupils who have Autism Spectrum Conditions, divided into primary and secondary sections. It is owned by a limited company, and the work of leaders is overseen by a local governing committee and representatives of the proprietor. Since the previous inspection, a new headteacher was appointed in March 2026. The school was previously inspected by Ofsted.

49. All pupils in the school have been identified as having special educational needs and/or disabilities and all pupils in the school have an education, health and care plan.

50. The school has identified English as an additional language for a small number of pupils.

51. The school states its aims are to provide a safe and nurturing environment where pupils are included in every aspect of school life. It seeks to achieve the best possible outcomes for pupils through a culture of high expectations for all.

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Inspection details

Inspection dates	24 to 26 March 2026

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

53. 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 proprietor and their representatives
- 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.

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

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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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