

School inspection report

10 to 12 March 2026

Edward Jenner School

The Elms
44 London Road
Gloucester
GL1 3NZ

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 has a clear vision for the school, which emphasises a flexible approach to learning, allowing the curriculum and activities to be adapted to meet each pupil's individual needs. Teachers know the pupils well and support them effectively, so that they develop academically and are well prepared for their next steps.
2. The proprietor maintains oversight of the school's activities. Leaders understand the needs of the pupils and make effective use of self-evaluation to ensure that these needs are being met. However, leaders do not ensure that the attendance register is completed in line with current statutory guidance. As a result, not all of the Standards are met.
3. Leaders provide a curriculum based around the core subjects of mathematics, English and science. A wide variety of courses and projects complement these and develop pupils' understanding of the humanities, arts and technology.
4. Teachers are aspirational for pupils and challenge them in lessons to develop their knowledge, skills and understanding. Teachers adapt their approach and resources to each pupil's current level of attainment. Pupils make good progress throughout their time at the school.
5. Staff know pupils well and use this knowledge to provide careful and thoughtful support to pupils. Staff understand that some pupils may find aspects of school life challenging and they respond by adapting the learning experience to meet their needs. If a pupil is struggling during the school day, staff implement a range of strategies to support the pupil and continue their learning.
6. Staff have high expectations of pupils' behaviour and how pupils should relate to one another. Staff model positive, polite and calm interactions consistently and pupils follow their example. Pupils develop positive relationships with staff and their peers, including across age groups.
7. Leaders prioritise preparing pupils for post-16 education and employment. They provide a wide range of tailored opportunities to give pupils the practical skills to thrive beyond school. A well-embedded careers programme helps pupils to understand future employment options and staff help pupils develop the skills they need to study, live and work independently.
8. Leaders provide a range of opportunities for pupils to contribute to their community within the school. Pupils organise their own activities to raise money for a range of national and international causes. However, leaders do not enable pupils to contribute to community projects outside of school as effectively as possible so that they can fully develop their social and cultural knowledge and understanding.

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 not 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 persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role, so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the attendance register is completed in line with current statutory guidance.

Recommended next steps

The proprietor should:

- strengthen pupils' contribution to community projects outside of school so that they can fully develop their social and cultural knowledge and understanding.

Section 1: Leadership and management, and governance

9. The proprietor maintains clear oversight of the school. They have a deep understanding of the needs of the pupils and are ambitious for the pupils to succeed within the school and beyond. However, the proprietor does not ensure that the statutory guidance relating to attendance registers is fully implemented. Therefore, not all of the Standards are met.
10. The proprietor has a clear vision for the school to provide an environment in which the curriculum and learning activities are designed to be adaptable and responsive to pupils' needs. This flexibility enables staff to understand and respond to pupils' individual needs on a day-to-day basis. This ethos is firmly embedded in the school's culture and guides all decisions made in the school.
11. Leaders promote a culture in which staff collaborate effectively to meet pupils' needs. Clear policies and well-planned staff training ensure that staff are consistent in their expectations and approach. Leaders and staff communicate regularly about the pupils in the school and provide them with highly targeted support. This provides a nurturing environment, especially for pupils who have previously found school challenging.
12. Leaders are committed to self-evaluation and regularly review the effectiveness of all aspects of school life. They consider the views of pupils through a variety of surveys and informal discussions. This develops pupils' confidence in sharing their thoughts and enables the school to continuously develop. Leaders also carefully consider the views of staff and parents when identifying areas of the school's provision for development.
13. Leaders have a clear and detailed understanding of the potential risks to pupils and take appropriate steps to mitigate these risks. Risk assessments are thorough, well documented and accessible to all staff. Leaders implement a wide range of risk mitigation strategies, including teaching pupils to understand how to identify and respond to risks. This effective risk mitigation enables the school to run a wide variety of trips and activities that help prepare pupils for life beyond school.
14. Leaders create an inclusive environment that supports pupils' learning and development effectively. They consider any barriers to pupils' education carefully and take appropriate steps to reduce these as far as possible. These measures are clearly documented in pupils' individual education plans (IEPs) and individual learning plans (ILPs) and in a whole-school accessibility plan. The school meets its requirements under the Equality Act 2010.
15. Leaders maintain close links with local agencies to support pupils. Leaders participate fully in annual reviews for pupils with education, health and care plans (EHC plans) and provide the relevant local authorities with all required information relating to these. Leaders support pupils to join the school at different stages in the school calendar and make appropriate returns to the local authority when pupils join or leave the school at non-standard times of transition.
16. Leaders provide a clear process for the submission of and response to parental complaints. They deal with any such complaints appropriately if they arise and maintain suitable records of submitted complaints and the school's responses to them.
17. Leaders provide and make available to parents helpful information, such as all the required policies and details of the school's aims and ethos. They provide parents with regular written reports about their own child's progress and learning.

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

18. Standards are not met consistently with respect to attendance.
19. Standards relating to leadership and management, and governance are not met.
- 20. 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

21. Leaders provide a flexible and ambitious curriculum that is adapted to meet pupils' individual needs. Pupils study core subjects of English, mathematics and science, as well as a wide range of courses from the humanities and from artistic and technical fields. Pupils take IGCSE or functional skills qualifications in core subjects alongside a range of ASDAN qualifications, which are chosen based on the individual pupil's interests and abilities.
22. Teachers know their pupils well and adapt their teaching to meet their individual needs. Classes may include pupils of different ages working at different levels. Teachers use highly tailored tasks to appropriately challenge pupils who have different levels of prior attainment and ensure that they make good progress.
23. Teachers of English are aspirational for pupils' language and vocabulary skills. Pupils learn to use ambitious vocabulary and a range of well-developed writing techniques and styles. Teachers use their secure subject knowledge to model different types of language and pupils learn to use these to a high standard, for instance when enriching their diary entries with rhetorical questions and the use of ellipses. When appropriate, teachers of all subjects encourage pupils to share their work orally and pupils are able to clearly and confidently share their ideas with their peers.
24. In mathematics lessons, teachers adopt a supportive approach to build pupils' confidence in mathematics and provide them with appropriate levels of challenge. They provide pupils with different tasks and resources in order to match the level they are currently working at. This enables pupils to make progress through different topics at their own pace.
25. Teachers of science adopt an approach focused on developing pupils' scientific thinking and their ability to solve practical problems. Teachers respond sensitively and creatively if pupils struggle to engage, for instance by asking them to colour in an image based on what they think a thermal imaging camera would record. Pupils develop an understanding of scientific principles and become able to devise and carry out their own investigations.
26. Teachers provide pupils with a range of opportunities to develop their creative, artistic and technological skills. In drama lessons, pupils perform excerpts from plays and teachers skilfully challenge pupils, for instance by requiring them to integrate their ideas for a scene into the following scene's development. Pupils develop their creativity in art and music lessons. Teachers provide pupils with the opportunity to apply their ideas to real-world problems, for instance by making suggestions on how to improve the school's website.
27. Teachers regularly assess pupils' work and provide feedback that is adapted to meet the needs of individual pupils. Subject leaders monitor pupils' progress carefully, comparing their current level of attainment to their starting points. They are particularly effective at identifying gaps in pupils' learning, for instance if they have previously had gaps in their education. Teachers then use this information to adapt their teaching to offer catch-up activities, as required. This means that pupils understand their current level of attainment and can identify their next steps.
28. Staff identify the learning requirements of pupils who have special educational needs and/or disabilities (SEND) effectively. They develop detailed ILPs and IEPs, which teachers and teaching assistants implement consistently to provide pupils with appropriate support. Staff ensure that EHC plans fully reflect the pupils' needs, taking into account the views of pupils, parents, teachers and

external professionals to ensure that these plans are appropriate and work in practice. Teachers review the progress of pupils who have SEND against their targets on a regular basis and ensure that these pupils make good progress.

29. Leaders provide a range of recreational activities to develop pupils' knowledge and skills beyond the core curriculum. Pupils learn to express themselves through activities such as creating wall art and using rod and connector systems to build and programme mechanical devices. Pupils learn to collaborate and solve problems, as well as to undertake relaxing activities such as knitting.

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

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

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

31. Leaders place mutual respect, kindness and empathy at the centre of school life. Staff know the pupils well and use this knowledge to provide thoughtful support to pupils. Many pupils have a history of anxiety about school and staff sensitively acknowledge this to provide a supportive culture for pupils. Leaders provide a range of strategies to assist pupils who struggle during the school day, including, when appropriate, one-on-one or therapeutic support from suitably qualified professionals.
32. The admission register is maintained as required. Leaders respond robustly whenever a pupil does not arrive for registration. A number of pupils have a history of low school attendance and leaders use a range of effective strategies to successfully encourage pupils to attend school. However, the school's attendance register is not kept electronically and the attendance codes used are not in line with current statutory guidance.
33. Staff have high expectations of how pupils should treat each other and apply these expectations consistently. Staff supervise pupils carefully on the school site and provide prompt and thoughtful guidance to any pupils whose behaviour falls below expectations. Pupils treat each other with respect and show care and kindness towards one another. Pupils from different year groups interact freely and form positive relationships.
34. Staff implement the school's anti-bullying policy consistently and effectively. Staff help pupils understand the impact of their actions on others and respond promptly to any unkind behaviour before it can escalate further. Any rare instances of bullying are dealt with effectively.
35. Staff make use of opportunities within the curriculum to develop pupils' moral and spiritual understanding, for instance when discussing the novels of Steinbeck. Pupils learn about world religions and consider the complex interplay between religious beliefs and personal liberty, for instance around issues of sexuality. Leaders provide opportunities for pupils to visit local places of worship and develop pupils' understanding of the different religious practices that take place in them.
36. Leaders provide a curriculum for physical education (PE) that introduces them to a wide range of different sports, including basketball, netball, rounders and hockey. Teachers help pupils to understand the importance of physical fitness and techniques such as warming up and stretching. Where there are sports that cannot be accommodated on site, teachers arrange trips to facilities such as swimming pools and padel courts. Teachers provide pupils who find team sports a challenge with alternative activities, including jujutsu and yoga. Pupils develop physical confidence and an enjoyment of physical activity.
37. Opportunities for personal, social, health and economic education (PSHE) are integrated into the curriculum. In 'thinking' lessons, teachers help pupils to develop the skills to manage social interactions and consider their own behaviour. Teachers provide opportunities for pupils to develop the skills to understand and support their own mental health, such as by planning and then carrying out trips to places they may find challenging, such as large and busy cities. Pupils develop self-knowledge and self-confidence, which helps them to manage their daily lives.

38. Leaders provide an appropriate curriculum for relationships and sex education (RSE) that is well targeted to pupils' current levels of understanding. These lessons are adapted for pupils' individual needs, for instance by reflecting on how anxiety may have an impact on the way people interact with each other in relationships. Pupils learn to recognise healthy and unhealthy relationships, including with regard to intimate relationships.
39. Leaders have a detailed understanding of their responsibilities to ensure the suitability of the school site. They provide robust systems for monitoring and maintaining the learning and working environments for pupils and staff. Leaders ensure that staff have appropriate training in health and safety, for instance by providing specialist training for food technology and science teachers. Leaders make appropriate use of external specialists to carry out required checks and maintenance and provide specialist advice. Leaders ensure that they comply with relevant fire safety regulations and regular evacuation drills ensure that pupils understand what to do in the event of an emergency.
40. Leaders ensure that first aid is administered in a timely manner by suitably trained adults. Staff maintain robust systems to store and administer any required medication and communicate appropriately with parents about pupils' medication. There are suitable premises for the care of pupils who are injured or unwell within the school.

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

41. Standards are not met consistently with respect to attendance.
42. Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 43. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

44. The school prepares pupils for life beyond school throughout the curriculum. Leaders and staff use their deep knowledge of pupils' individual needs to support them in developing the skills needed to make a success of their next steps. Staff identify the barriers that pupils face and support pupils to overcome them, for instance by teaching them to travel independently and navigate the challenges of society and the workplace.
45. A 'preparing for adulthood' course provides pupils in Years 10 and 11 with a wide variety of activities that prepare them for relating to others outside of the controlled environment of the school. This helps to develop pupils' confidence in engaging with unknown adults in unfamiliar environments, in preparation for transitioning to post-16 study and entering employment. Residential trips, such as to adventure camps, are carefully designed to develop pupils' ability to socialise and manage with less guidance than they have previously been used to.
46. Financial and economic education is integrated throughout the curriculum. Pupils learn about budgeting and financial planning, for instance when running charitable events. Staff take pupils on trips to financial institutions so that they develop the practical skills of managing bank accounts and an understanding of savings and credit cards.
47. Pupils are encouraged to contribute to their community within the school and charities beyond it. Inside school, they take part in activities that support the school community, such as helping to maintain outdoor spaces. Pupils are actively involved in devising and running events to raise funds for charity. Both the supported charities and the fundraising events are chosen and organised by the pupils. However, although there are some opportunities for pupils to contribute to their local community outside of school, these are currently more limited.
48. The curriculum in the school actively promotes respect for those from diverse backgrounds and cultures. Pupils learn about a range of religious festivals in history and geography lessons throughout the year. Staff provide opportunities for pupils to share their own religious and cultural perspectives and practices and pupils celebrate each other's experiences. Teachers talk to pupils about global news stories and pupils develop an understanding of the impact of global events. Staff ensure that any discussions with political themes or content are conducted without bias.
49. A range of events and activities enable pupils to learn about the legal system. Pupils study specific legal frameworks, such as those that surround marriage and the Equality Act 2010. Teachers encourage pupils to debate different ethical decisions and pupils develop an understanding of moral choices and legal actions. Visiting speakers, such as police officers, help pupils understand how the law works in practice, so that they know their own and others' rights and responsibilities.
50. Staff develop pupils' understanding of modern British institutions. Pupils learn about accessing NHS services and visit a range of different medical centres so they can see how they would access healthcare in practice. Staff teach pupils about the functioning of democracy, including the different layers of government. Local councillors visit the school to explain the role of local government and the services they provide.

51. Leaders provide a well-planned programme of careers education. Events such as 'careers week' and visiting speakers give pupils an awareness of the range of options open to them, both for post-16 education and future employment. Staff teach pupils the skills they will need to apply for these opportunities, including writing letters of application and practising interviews. School leaders liaise closely with local providers to support pupils' transition and include planning next steps in their annual reviews of EHC plans.

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

52. All the relevant Standards are met.

Safeguarding

53. Leaders promote a robust safeguarding culture within the school. Pupils are well supported and able to raise any concerns. Leaders fulfil the statutory requirements of *Keeping children safe in education* (KCSIE). However, they do not maintain the attendance register in line with *Working together to improve school attendance*.
54. Leaders with responsibility for safeguarding undertake regular training to equip them for their role and to understand the safeguarding risks to pupils in the school well. Leaders arrange regular training for staff, including annual training on the statutory requirements and frequent updates on pertinent safeguarding issues. This means that staff understand their safeguarding responsibilities and how to respond should they have a concern.
55. Staff understand the signs of abuse or neglect and act promptly to report any concerns they may have. Leaders encourage staff to raise concerns early and engage in discussions about pupils to ensure that any signs of potential safeguarding issues are recognised and reported. Staff understand how to respond to any concerns they may have about other adults, including contacting the local authority, if necessary.
56. Leaders with responsibility for safeguarding maintain comprehensive records of any safeguarding concerns. They respond promptly and appropriately to any issues raised, working effectively with pupils to provide them with support. Where necessary, leaders work closely with other agencies, such as the local authority and the NHS, to support pupils and protect them from harm.
57. Leaders provide a curriculum in which pupils are taught to keep themselves safe, including online. Leaders continually assess and review this curriculum to respond to local and national trends. Leaders implement an appropriate internet filtering and monitoring system. Staff monitor any attempts to access inappropriate content and respond quickly to support the pupil.
58. Leaders ensure that all required safer recruitment checks are completed before any adults begin working in the school. These checks are accurately recorded in a single central record of appointments (SCR) and well-organised staff files.

The extent to which the school meets Standards relating to safeguarding

59. Standards are not met consistently with respect to attendance.
60. Standards relating to safeguarding are not met.
- 61. 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
ISSR ¹ 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.

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

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

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

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

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	Edward Jenner School
Department for Education number	916/6005
Address	Edward Jenner School The Elms 44 London Road Gloucester Gloucestershire GL1 3NZ
Phone number	01452 380808
Email address	office@edwardjennerschool.org
Website	www.edwardjennerschool.org.uk
Proprietor	Ms Amanda Brookes
Headteacher	Ms Amanda Brookes
Age range	5 to 16
Number of pupils	43
Date of previous inspection	28 to 30 March 2023

Information about the school

62. Edward Jenner School is an independent co-educational day school located in central Gloucester. The school is situated across two sites a short walk from each other. The sole proprietor is the headteacher, who is supported by an advisory board.
63. The school has identified 31 pupils as having special educational needs and/or disabilities. There are 25 pupils in the school who have an education, health and care plan.
64. The school has not identified any pupils as speaking English as an additional language.
65. The school states its aims are to make pupils confident, reflective, principled and open-minded learners. It intends to develop the whole pupil, creating within them a responsible and inquiring mind. The school seeks to encourage pupils to meet academic challenges with enthusiasm and a willingness to solve problems through trial and improvement. It aims to create an atmosphere of caring co-operation, with respect for individual differences, community awareness and global citizenship. The school intends to be understanding and flexible, whilst maintaining an approach with clear boundaries to ensure the pupils can maximise learning.

Inspection details

Inspection dates

10 to 12 March 2026

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

67. 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
- discussions with the headteacher, school leaders 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.

68. 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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