

School inspection report

9 to 11 June 2026

Lambrook School

Winkfield Row

Bracknell

RG42 6LU

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. Positive relationships between staff and pupils underpin a calm and purposeful atmosphere in which pupils are known, valued and supported. Leaders promote the school's ethos, providing pupils with an environment in which they are encouraged to take advantage of the many and varied curricular and extra-curricular opportunities provided by the school. Over their time at school, pupils become confident and engaged learners who participate fully in the life of the school.
2. Governors maintain effective oversight of the school's provision and ensure that pupils' wellbeing remains central to decision-making. Governors provide leaders with support and challenge through regular meetings, visits, and monitoring activities across educational provision, and including safeguarding and boarding provision. Leaders monitor pupils' welfare and personal development effectively, enabling them to identify pupils' needs and provide them with timely support when required.
3. Risk assessments are comprehensive and support the safe use of the school's grounds, specialist facilities and recreational opportunities. Leaders also take effective measures to mitigate identified risks relating to educational visits and trips.
4. Leaders promote high academic standards through a broad and balanced curriculum. Children in the early years experience a range of adult-guided and independent learning activities which promote communication, literacy, numeracy and physical development. A programme of extra-curricular activities, including beekeeping, environmental projects, chess, survival skills, drama, music and sport, broadens pupils' experiences and develops new skills and interests.
5. Teachers build on prior learning and use questioning and verbal feedback to deepen pupils' understanding and address misconceptions. Most teaching enables pupils to engage positively with learning. However, not all teaching maintains pupils' engagement equally effectively.
6. Children in the early years make progress and develop confidence, independence and positive attitudes towards learning. Staff provide a nurturing environment in which children collaborate, communicate effectively, and develop secure early literacy and mathematical skills. Opportunities for imaginative play and exploration support children's wider development. However, in the early years, the understanding staff have of the use of appropriate benchmarks to measure the achievement of children is not as secure as possible.
7. Leaders promote pupils' physical, mental and emotional wellbeing through effective pastoral provision, which includes wellbeing lessons and mindfulness activities. Leaders and staff encourage pupils to reflect on their behaviour, understand the impact of their actions and develop positive relationships with others. Consequently, pupils demonstrate respect for others and know how to seek support when needed.
8. Leaders ensure that the flexible boarding provision is well organised and supports boarders' wellbeing. The popular boarding arrangements meet the required National Minimum Standards for boarding schools (NMS), and boarders are given suitable leadership roles. Boarding accommodation is comfortable, secure and well supervised. Well-planned induction arrangements help pupils settle quickly into boarding routines.

9. Leaders and staff actively promote British values during assemblies, wellbeing lessons and in opportunities for democratic participation. Pupils develop an understanding of the rule of law, individual liberty, careers and enterprise activities, which supports pupils to be prepared for life in modern British society.
10. Leaders prepare pupils effectively for future education and employment through a carefully planned curriculum that begins in the early years and develops methodically throughout the school. The 'future schools' curriculum provides tailored support for transition to senior schools, including preparation for interviews, guidance towards scholarships and individualised advice for pupils and parents. Pupils develop an awareness of different types of careers and employability skills at an early age.
11. Safeguarding procedures are implemented effectively and supported by a knowledgeable safeguarding team, regular staff training and clear reporting systems. Leaders maintain close working relationships with external agencies and use effective monitoring to identify and support vulnerable pupils. Effective internet filtering and monitoring systems, alongside education about online safety and emerging technologies, help pupils understand and manage risk.

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 teaching makes consistently effective use of learning time to maintain pupils' engagement
- ensure that staff in the early years have a clear understanding of the use of appropriate benchmarks to measure children's achievement.

Section 1: Leadership and management, and governance

12. Leaders implement policies and procedures that are aligned closely to current statutory guidance, and identify responsibilities, monitoring arrangements and lines of accountability. Leaders use self-evaluation effectively to drive continuous improvement. For example, developments to the humanities programme enable pupils to acquire increasingly detailed subject knowledge, while making insightful connections between subjects. Pupils develop skills in research, analysis and communication, which deepen their understanding and prepare them effectively for future study.
13. Governors provide effective oversight and provide support and challenge to leaders. They draw on their professional expertise to keep informed about any emerging contextual risks and set strategic priorities. Governors ensure that leaders have the skills, knowledge and resources required to fulfil their responsibilities effectively. The oversight provided by governors ensures that leaders consistently promote pupils' wellbeing.
14. The school celebrates pupils' achievements in assemblies, through commendations and recognition of the 'feathers to fly' that pupils acquire during their time at the school. In the early years, leaders deliver a broad and creative curriculum that promotes children's development well.
15. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. They implement an appropriate accessibility plan and actively promote inclusion, including through the provision of targeted support for pupils who have special educational needs and/or disabilities (SEND) and the deployment of support staff to help pupils access learning successfully.
16. Leaders implement effective procedures to identify, assess and manage risk. Risk assessment procedures are comprehensive and support the safe operation of the school, including in the boarding provision. Leaders maintain oversight of potential risks associated with educational visits, boarding, transport, recreational activities and specialist facilities. Detailed arrangements support pupils' safe use of the school's grounds and resources, including outdoor learning areas, play equipment and animals kept on site. The safeguarding team consults with leaders of educational trips and visits about any additional considerations relating to individual pupils that need to be taken into account. Staff are provided with appropriate training to manage any potential risks.
17. Leaders and governors maintain effective oversight of boarding through regular monitoring, visits and engagement with boarders and staff. Leaders monitor activities and, in discussion with boarders, review the quality of the provision and ongoing development. As a result, the school's flexible boarding model continues to meet pupils' needs, providing clear routines, appropriate supervision and a well-planned programme of activities that supports boarders' wellbeing and personal development.
18. Leaders ensure that children benefit from a carefully planned balance of activities to enable children to develop communication skills, independence, physical skills and personal confidence. Leaders meet regularly with early years staff to support their practice and professional development.
19. Leaders ensure that the required policies and information about the school are provided and made available to parents of current and prospective pupils. They provide parents with regular reports about their child's learning and progress. Leaders inform the local authority when pupils join or leave the school at non-standard transition points.

20. Leaders maintain effective links with local safeguarding partners and other external agencies to seek advice, when required and help put in place support for pupils and families.
21. Leaders implement the complaints procedure appropriately and maintain suitable records of concerns and complaints. Governors provide appropriate oversight of leaders' management of complaints and ensure that any stage three complaints are considered by a suitably constituted panel.

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

22. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

23. Leaders implement a broad and well-sequenced curriculum that provides pupils with appropriate academic and extra-curricular learning experiences. The curriculum takes account of pupils' ages, aptitudes and needs, and covers all the required areas of learning. In the early years, the use of themes such as space, growing and traditional stories engages children and organises their learning effectively. As pupils move through the school, the curriculum becomes increasingly subject-specific and is structured to enable pupils to deepen their knowledge and apply learning across different disciplines.
24. Teachers have secure subject knowledge and deliver lessons that build effectively on prior learning. They use effective questioning, clear explanations and well-chosen resources to support learning and independent thinking. For example, pupils in Year 2 apply their prior learning to discuss the achievements of influential people, such as astronauts Mae Jemison and Neil Armstrong, identifying key features of their contributions to space exploration. Similarly, pupils in Year 5 apply mathematical skills to solve increasingly complex calculations and word problems. Where teaching is most effective, teachers use learning time purposefully, check understanding carefully and adapt activities to meet pupils' needs. However, in some lessons, teachers do not make the best use of learning time, and as a result, in these cases, pupils are not always engaged, and therefore progress can slow.
25. In the early years, teaching supports children's development of communication, language, literacy and mathematical skills. Opportunities for discussion, including 'show-and-tell' activities, help children extend their vocabulary and articulate their thinking. Mathematical understanding develops when children are counting and sorting, and in problem-solving activities.
26. Leaders implement a suitable assessment framework that supports teachers in monitoring pupils' attainment and progress. In the prep school, leaders and staff track pupils' progress to inform their oversight of pupils' performance and help identify emerging needs. Teachers assess pupils effectively in lessons through the use of questioning and verbal feedback. Opportunities to respond to feedback and correct misconceptions enable pupils to take increasing ownership of their learning, which contributes to the good progress they make across the curriculum. However, in the early years, staff do not use appropriate benchmarks to measure children's achievements effectively, which limits leaders' ability to evaluate children's progress reliably against age-related expectations.
27. Provision for pupils who have SEND is effective. Staff receive training that enables them to use strategies, such as sensory resources and movement breaks, and tailor planning to meet pupils' individual needs. Learning support assistants work closely alongside teachers to maintain pupils' engagement and independence. As a result, pupils who have SEND make good progress and develop confidence in their learning.
28. Pupils who speak English as an additional language (EAL) benefit from targeted and specialist support, when required, enabling them to develop their English language proficiency and access learning successfully across the curriculum.
29. The school provides an extensive programme of recreational activities that enhances pupils' educational experience. Pupils develop their skills in areas such as beekeeping, chess, survival skills, clay pigeon shooting, environmental learning and leadership activities. Educational visits, residential

experiences and community projects broaden pupils' understanding of the wider world and promote personal development. As a result, pupils develop new interests and acquire practical skills.

30. There is suitable recreational provision for boarding pupils. Boarders choose from four evening activities each day, with programmes rotating regularly to provide a balance of physical, creative and social opportunities. Structured routines, including opportunities to reflect on the school day during 'kitchen catch-ups' and games, help pupils develop positive relationships and a sense of belonging within the boarding community. Daily reading before bedtime promotes reading for pleasure. Consequently, pupils benefit from a programme that supports their wellbeing and social development.

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

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

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

32. Leaders foster pupils' wellbeing through a culture of supportive relationships and pastoral provision. They support pupils' emotional wellbeing, including through access to counselling services, guidance from tutors and dedicated 'wellbeing days'.
33. Opportunities for reflection and spiritual development are woven into school life in religious education (RE) lessons, participation in worship and singing in assemblies and chapel. Pupils engage thoughtfully with themes of faith, culture and personal influence and consider a range of beliefs and experiences that help them to understand themselves and others. Throughout such activities, leaders and staff promote the importance of respecting people who represent diverse cultural backgrounds and religions beyond the pupils' own.
34. The personal, social, health and economic education (PSHE) curriculum, supported by weekly wellbeing lessons, equips pupils with the knowledge and understanding of how to support their own physical and emotional wellbeing. Teachers use questioning effectively to deepen pupils' understanding of topics such as racism, the impact of social media and stereotypes, and different perspectives about these. As a result, pupils develop self-awareness, respect for others and the knowledge they need to navigate social situations safely and responsibly.
35. Leaders promote pupils' physical wellbeing through a well-developed programme of sport and physical education (PE). Alongside competitive team sports, pupils engage in activities such as tennis, swimming and outdoor pursuits. Games afternoons provide opportunities for participation at all levels, with multiple teams representing the school across different age groups. Teaching extends beyond physical performance to include discussions about sportsmanship and perseverance. Consequently, pupils develop healthy attitudes towards competition, understand the importance of physical activity and demonstrate positive behaviours both on and off the sports field.
36. The relationships and sex education (RSE) programme is carefully planned to meet pupils' developmental needs. Through age-appropriate teaching, pupils develop an understanding of healthy and unhealthy relationships, the importance of respecting consent and the impact of microaggressions. Pupils are grouped effectively to aid their learning about puberty and respectful relationships. As a result, pupils acquire the knowledge and confidence needed to make informed decisions, establish healthy boundaries and maintain respectful relationships.
37. Leaders implement behaviour expectations consistently. Pupils understand the rewards and sanctions systems and recognise the emphasis placed on positive behaviour. Staff encourage pupils to reflect on how their actions affect others. They ensure that boarding pupils interact positively across year groups and develop supportive relationships with peers and staff. As a result, pupils demonstrate consideration for others.
38. Leaders implement effective health and safety and fire safety arrangements and maintain suitable premises and accommodation so that pupils learn and board in an environment that is secure, clean and well maintained. They ensure that all required checks and servicing are carried out, including on fire safety equipment and on transport. Fire evacuation drills are conducted regularly, including during boarding hours, and an up-to-date fire risk assessment is in place.

39. Boarding provision makes a valuable contribution to pupils' wellbeing and personal development. Leaders ensure that the school's flexible boarding model operates effectively, enabling pupils who board regularly or occasionally to feel equally included and well supported. Clear routines, responsive pastoral care and structured evening activities ensure new boarders settle quickly. Boarders are encouraged to take on leadership responsibilities such as, for example, as boarding prefects, who meet with boarding staff to discuss boarders' experiences and recommend improvements, including changes to facilities and routines. Induction arrangements, effective communication with parents and appropriate medical support ensure that boarders' needs are met consistently.
40. First aid procedures are effective. Staff receive appropriate training, including paediatric first aid training for staff in the early years. Medication is stored securely, and robust systems are in place to monitor its use, including within boarding houses. Staff understand procedures for trips, fixtures and emergency situations, ensuring that pupils who have medical needs are supported appropriately.
41. Pupils are supervised effectively throughout the school, including in the early years and boarding, and on educational trips. Leaders maintain the required staff-to-child ratios in the early years. Staff are available to provide boarders with support during the night, should this be required.
42. Boarding accommodation is maintained to a high standard and provides a homely environment that supports boarders' wellbeing. Boarders have secure facilities for storing their personal belongings. Shared mealtimes and informal opportunities to spend time with boarding staff help to develop positive relationships. Boarders have access to food and drinks outside normal mealtimes, and staff ensure that individual dietary requirements are catered for appropriately. Consequently, boarders feel comfortable within the boarding environment and develop a sense of community.
43. Leaders in the early years promote children's physical, personal, social and emotional development effectively through a carefully planned learning environment. Children learn about the importance of kindness, internet safety, diversity and recognising and managing different emotions. They develop collaborative skills in activities such as constructing complex models and solving problems co-operatively. Children learn about healthy lifestyles in topics that explore food, nutrition and different cultures. Children develop their confidence, independence and positive relationships with each other.
44. Admission and attendance procedures are effective and implemented securely. Registers are maintained accurately. Leaders monitor attendance carefully and promote its importance, including through clear communication with pupils and families. Staff notify the local authority appropriately when there are any serious concerns about absenteeism.

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

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

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

46. Leaders promote a culture of respect and inclusion through the curriculum and wider school life. In PSHE and geography lessons, pupils explore themes of culture, prejudice and identity, listening attentively to different perspectives. Pupils demonstrate an age-appropriate understanding of issues relating to racism and equality and discuss these thoughtfully.
47. Leaders provide careers education which enables pupils to develop an age-appropriate understanding of future education and employment pathways. In the early years, children explore a range of occupations through imaginative and role-play activities. Older pupils benefit from the 'Saturday series', where speakers from a diverse range of professions discuss the skills required for success in their fields of expertise. Pupils develop early employability skills through discussions with working professionals. The 'future schools' programme which begins in Year 5, provides pupils in Years 7 and 8 with tailored preparation for senior school entry.
48. Pupils make a positive contribution to the school community and wider society through a range of charitable initiatives. Each house democratically selects a charity to support and pupils participate in fundraising initiatives throughout the year. For example, pupils collect and deliver donations to a charity supporting homeless people in London, and older pupils take responsibility for planning charity events, discussing fundraising strategies and organising activities. As a result, pupils develop social responsibility and a commitment to contributing positively to society.
49. Through the curriculum and assemblies, pupils learn about British values such as democracy, the rule of law, respect and liberty. Pupils deepen their understanding of democracy in mock elections in which they campaign and vote on issues such as health, defence, the environment and support for young people. Leaders and staff ensure that any discussion about political issues or themes is conducted impartially. Visits, including by pupils in Year 8 to the Foreign Office, further broaden pupils' understanding of public institutions. As a result, pupils develop respect for others, appreciate diversity and show consideration for different viewpoints.
50. The school's house structure provides opportunities for pupils to develop relationships across year groups and helps to foster a sense of community. Older pupils support younger pupils during events such as sports day, modelling positive behaviour and reinforcing values of teamwork, fairness and encouragement. Pupils develop mutual respect and supportive relationships when taking part in house activities.
51. In Year 8 wellbeing lessons, pupils explore complex issues such as racism, discrimination and stereotypes. In discussions, when exploring case studies and analysis of real-life scenarios, pupils learn to recognise prejudice and challenge discrimination. Pupils justify their opinions, consider alternative perspectives and reflect on the impact that discriminatory language and behaviour have on individuals and communities.
52. Children in the early years develop social skills in their positive interactions with adults and their peers. Children learn to share resources, support one another and work co-operatively across a range of activities, including construction, role play and creative tasks. They become confident in initiating conversations, asking to join in activities and sharing their ideas with others. As a result, children develop the social skills, confidence and self-awareness needed for future learning.

53. The school develops pupils' economic awareness effectively. In the early years, children learn about money in practical mathematics activities, including recognising coins and understanding their value. Pupils in Year 2 learn about the history of money and are introduced to concepts such as saving and investing. Older pupils explore financial responsibility in practical activities such as budgeting and purchasing goods in local markets on school trips. Enterprise projects provide pupils with opportunities to develop entrepreneurial skills. Consequently, pupils develop financial awareness and an early practical understanding of economic decision-making.
54. In assemblies, wellbeing lessons and curriculum activities, pupils learn about legal, moral and ethical issues such as online behaviour, consent and the consequences of breaking the law. Visiting speakers, including judges, police representatives and legal professionals, help pupils understand how laws are created, interpreted and enforced. Activities such as mock court proceedings enable pupils to apply their knowledge to realistic scenarios and deepen their understanding of justice and accountability under the law.

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

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

Safeguarding

56. Leaders ensure that safeguarding policies are comprehensive, routinely updated and aligned with current statutory requirements. Governors maintain effective oversight of the school's safeguarding arrangements in regular meetings with the safeguarding team, audits and scrutiny of leaders' regular reports.
57. The safeguarding team provides effective coverage across all phases of the school, and members are suitably trained for their roles. Weekly monitoring enables the safeguarding team to identify emerging vulnerabilities, evaluate concerns and review the impact of actions taken in response to these. Staff receive safeguarding training at induction and regular updates throughout the year. The safeguarding team uses weekly discussions, scenario-based training and follow-up quizzes to check understanding and reinforce key messages. Additional training, including sessions led by local authority officers, develops staff awareness of professional conduct and reporting thresholds.
58. Leaders maintain close links with external agencies and receive regular updates regarding local safeguarding procedures. They make timely referrals to appropriate agencies when required. Leaders maintain suitable and detailed safeguarding records, with actions, decision-making and communication carefully documented and reviewed to ensure that concerns are responded to appropriately.
59. Leaders implement effective internet filtering and monitoring systems in school and in the boarding houses to promote pupils' online safety. Leaders with responsibility for safeguarding develop staff awareness when training staff on themes such as deepfakes and emerging technologies, alongside providing newsletters and workshops for parents about internet safety. Pupils develop their understanding of online safety in the curriculum and wider pastoral provision, helping them to recognise, manage and report potential risks.
60. Pupils are encouraged to seek support, and they understand how to access help when needed. The school provides a range of reporting mechanisms, including worry boxes and an anonymous online reporting tool for older pupils. Leaders actively promote the importance of sharing concerns with trusted adults. Boarding houses are secure and staff and pupils understand safeguarding protocols in the boarding house. Boarders can access support through house staff, safeguarding leaders and an independent person. This contributes to a culture in which pupils feel safe, supported and confident to speak up.
61. The school maintains rigorous safer recruitment procedures to help ensure that suitable adults work with pupils. Appropriate pre-employment checks are completed for staff, governors, volunteers and contractors before they begin working at the school. These checks are recorded accurately in the single central record of appointments (SCR) and are subject to regular monitoring by leaders and governors.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Lambrook School
Department for Education number	867/6003
Registered charity number	309098
Address	Lambrook School Winkfield Row Bracknell Berkshire RG42 6LU
Phone number	01344 882717
Email address	info@lambrookschool.co.uk
Website	www.lambrookschool.co.uk
Proprietor	Lambrook School Trust Ltd
Co-chairs	Mr Andrew Honnor and Mr Peter McKee
Headteacher	Mr Jonathan Perry
Age range	3 to 13
Number of pupils	634
Number of boarding pupils	Flexible
Date of previous inspection	6 to 8 June 2023

Information about the school

63. Lambrook School is an independent co-educational boarding and day school situated in Bracknell. The school is administered as an independent charitable trust by a board of governors. Lambrook comprises: a nursery and pre-prep, for children in the early years and pupils in Years 1 and 2; and a prep school, for pupils in Years 3 to 8. The current co-chairs took up their responsibilities in June 2026.
64. Boarders are accommodated in separate boarding houses for male and female pupils on the school site. The school offers both weekly and flexible boarding for pupils from the age of seven years.
65. There are 72 children in the early years comprising one Nursery and three Reception classes.
66. The school has identified 248 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
67. The school has identified English as an additional language for 21 pupils.
68. The school states its aims are to keep a happy balance between education and childhood, giving pupils the 'feathers to fly', so that by the time they leave the school they can spread their wings and take flight as confident, happy, engaging, mature and thoughtful young adults. The school seeks to inspire pupils through a broad range of educational experiences, nurture them through strong pastoral care, provide opportunities for pupils to develop their talents and interests, prepare them for the next stage of their education, and equip them with the confidence and skills to contribute positively to society and the wider world.

Inspection details

Inspection dates

9 to 11 June 2026

69. A team of seven inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

70. 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 joint chairs of governors and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net