

Brampton earns highest praise from ISI Inspection

While controversial one-word judgements for schools such as “Outstanding” and “Good” have been discarded by Ofsted and the Independent Schools Inspectorate, there could be no doubt at all about the extremely positive verdict returned by ISI inspectors after their visit to the College in March, 2025.

Amid glowing notices regarding the teachers’ “deep subject knowledge”, “carefully planned lessons” and understanding of “individual pupils’ needs”, inspectors paid tribute to Brampton’s emphasis on the wellbeing and welfare of each individual student as a “Significant Strength” of the College – a special category of positive comment achieved by very few schools in the UK. In the words of the report:

“Leaders have established a culture that promotes pupils’ psychological safety by prioritising pupils’ wellbeing and welfare alongside pupils’ academic progress and achievement. This is reflected in the vigilance shown by staff in their care for pupils’ emotional wellbeing, as well as the high

levels of mutual respect and trust across the school community. Staff are well equipped to respond highly effectively to the individual needs of pupils and provide expert guidance and support to facilitate pupils’ personal development and academic progress. This is a significant strength of the school.”

The comment reflects Brampton’s belief that expert pastoral and academic care of each student’s needs is fundamental to their success, reflected not just in academic outcomes but in palpable enhancements of personal strengths – allowing them, as the inspectors say, to “develop traits of perseverance, self-reliance, resilience, respect and kindness”. “All Brampton’s teachers love to see their students get the best results they can”, said Principal John Wilson, “but it’s even more satisfying to be able to help students achieve such a pleasing level of maturity and character-development”.

(For the full ISI inspection report, visit www.bramptoncollege.com) ■



Exam results underline value of College’s ethos

At the top of the A level results table for London independent colleges for over twenty years, Brampton extended its unmatched record of academic achievement again in 2024. The A level cohort brought home an astonishing 55% A*/A grades at Alevel. This was virtually double the national average of 27.6% and well ahead of the independent school average of 49.4%. These exam results at the highest end stood on a platform of widespread success across the college, as 81% of all A level entries achieved A*- B grades (again, a long way ahead of the national average of 53.6%). The results enabled 74% of our students to take up places at Russell Group universities, including Oxford, Cambridge, Imperial College, LSE, UCL, the University of Bristol and King’s College, London. (More details about our A level

results are available on the DfE website, www.compare-school-performance.service.gov.uk).

The effect of Brampton’s highly individualised teaching from academic and pastoral experts is reflected even more tellingly, perhaps, in its superb record in the Department of Education’s ‘value added’ analysis, which measures student progress from GCSE to A level. The latest iteration of this analysis, published by the DfE in February 2025, placed Brampton yet again in the top 1% of all colleges and schools in the country. The College’s approach is just as fruitful at GCSE level. Results in 2024 showed 57.0% of entries achieving grades 9-7 (equivalent to the old A*- A grades) compared to a 22.6% national average. Of these, 38.8% achieved 8s or 9s, equivalent to the old A* . ■

STUDENT STORY

Passion for Photography helps Luca to Vet School

Luca Tam came to Brampton from a school in Hong Kong. As a young person living a long way from home, he benefited from the College’s outstanding pastoral system and worked hard with us to improve his English to meet the entrance requirements for a UK university. Luca was passionate about photography as well as maths and science. Aspiring to train to become a vet, he combined his skills in these areas to help him stand out in a very competitive degree field, winning a coveted place at the Royal Veterinary College, London.

Looking back at my time at Brampton, I feel super grateful for the supportive and encouraging environment that helped me grow both academically and personally. I picked Biology, Chemistry, Maths and Photography for my A levels – a combination that allow me to achieve academic goals and fulfilled my creative interests.

With strong support and consistent guidance, I was able to secure a place at the Royal Veterinary College to study Veterinary Medicine, something that once felt far out of reach. The teachers at Brampton stood out not just for their subject knowledge, but for how effectively they teach it, always pushing us to think deeper.

But what truly made Brampton special for me was the atmosphere created by both students and staff. As someone who arrived in the UK facing a lot of uncertainty, it was the warmth and encouragement from the people around me that helped me get through those tough times. That support also allowed me to pursue and develop my passion for photography, while ensuring I stayed focused on my academic goals, an experience I deeply appreciate. ■



Luca in training....

Arts and languages A levels enhance appeal of STEM students to universities and employers

Many of our most successful students have combined Science A levels with an Arts or Modern Language subject. Art teacher, Adam Bainbridge, and Head of Modern Languages, Olivier Tarot, tell us why this is such a winning combination. ■

Can't draw? Curiosity and commitment, not technical skill, make a top grade Art student

Much has been written about the relative merits of studying STEM and Arts subjects, about their value to the workplace, the economy, to the individual and society. Until recently STEM subjects have had the edge. An essential driver of technological innovation is, however, creativity, and nowadays there's an increasing realisation that the bias towards STEM subjects is to the detriment not just of Arts and Humanities, but to STEM students too.

At Brampton we often think it's important to encourage students whose intentions are to focus entirely on STEM subjects to also consider an Arts subject as part of their A level programme. Employers increasingly value skills like creativity, adaptability and visual literacy, all traits that an arts education can help develop.

The idea that you have to be able to draw or paint is a big mistake, based on a perception of art that says it's all about a particular set of craft-based skills. This is emphatically not the case. The only non-negotiable attributes for success in a creative subject are commitment, interest and curiosity.

A Level Art and Photography are much more about learning creative processes and methods of investigation than about technical skill. At Brampton we focus on growing the confidence to experiment freely, to imagine and to test new ways of making something, exploring new possibilities and finding new solutions: crucial skills not just for the 'creative industries', but to STEM industries too.

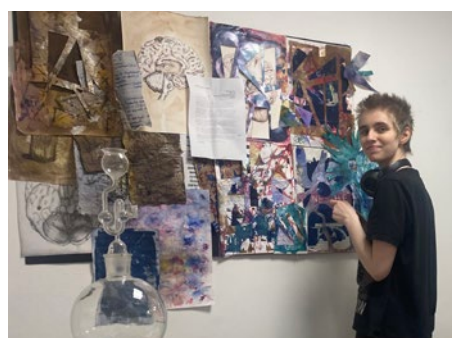
The stories written by Aya Idris and Luca Tam elsewhere in these pages are typical. Aya, now

studying Medicine at Plymouth, approached art with energy, curiosity and scant regard for more traditional ways of working, using materials in surprising and unusual ways to open exciting possibilities in her work. Current student Annabelle Bowman (pictured below) has, for example, used her Art A Level and her understanding of neuroscience to explore her experience of synaesthesia.

Creativity is defined in terms of the capacity to generate new ideas and solutions, pose unfamiliar questions, and arrive at unexpected answers. This is as relevant to scientists, engineers and mathematicians as it is to artists, musicians and writers. If you're thinking about studying STEM subjects as your programme of A Levels, please don't view an Arts subject as a wasted, irrelevant option: on the contrary, it can challenge you to think in new ways and become essential to how you approach your future.

Adam Bainbridge ■

Annabelle at work on her project



STUDENT STORY

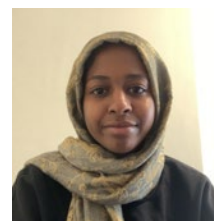
Aya Idris

Before I joined Brampton, I knew I wanted to apply for Medicine, but I wasn't at all sure how to approach either my studies or the demanding process of university application. Brampton provided the clarity and structure I needed. The staff were incredibly supportive from day one, not only helping me raise my grades, but also guiding me through every stage of university application and helping me build a sense of direction and confidence. Their dedication made a huge difference, academically and personally.

I chose to study Biology, Chemistry and Fine Art at A level, a combination that might seem unconventional, but Brampton fully supported my decision. My teachers never made me feel I had to follow a typical science-only route, and I found that having a creative subject alongside the sciences gave me a valuable outlet and a different way of thinking. It kept me balanced and brought a unique dimension to my studies.

Beyond academics, I really appreciated the attention Brampton gives to student wellbeing. It was a high-pressure time, but I always felt listened to and understood and that had a real impact on my mental health and motivation.

With their help, I went on to study Medicine at Plymouth University, and I look back on my time at Brampton as the moment things truly came together. ■



A Passport to the World

Learning a language is about more than grammar and vocabulary. It's a journey into new ways of thinking, understanding different cultures, and developing empathy. In today's global job market, language skills and effective communication are a major asset. Studies show that learning a foreign language strengthens a student's command of English, while the ability to speak another language boosts employability, improves communication, and is often linked to higher salaries and career advancement.

Language learning also sharpens critical thinking. At A Level, students build on their GCSE foundations to explore current affairs, literature, and film, developing fluency through work on real-world topics and building a deeper appreciation of global perspectives.

At Brampton we offer students the chance to study Spanish, French, Italian, and German – languages spoken across continents and official languages in over 50 countries. Apart from A level, we also offer internationally recognised certificates such as DELF (French) and DELE (Spanish) – great for any student wishing to add value to their CV, and especially for those considering careers abroad.

Brampton's MFL teachers deliver engaging and interactive lessons, where language and culture go hand in hand. They enrich their learning through trips abroad, film screenings at the French Cinema, visits to cultural events and French, Italian, and Spanish restaurants in London. Studying a foreign language is not just an academic choice – it's a passport to the world.

Olivier Tarot, Head of Modern Foreign Languages ■

A level French student, Siobhan, and Olivier at the French Institute



University entrance achievement in 2024

Brampton's hugely impressive record of success in placing students onto the most highly competitive degree programmes at sought-after universities continued in 2024.

Eight students achieved places for Medicine, including, perhaps most remarkably, the Aryanpour siblings, Artemis (Oxford) and Arteen (QMW). Other notable successes included Rafaella Scarfiello, who won a place at Cambridge to read Medieval and Modern Languages, and Katerina Martinou, with a place at Oxford to study Computing. Across the

cohort, however, the evidence of Brampton's consistency in helping students go on to their preferred universities and degree courses was there in abundance: seven going on to University College, London, seven to Warwick, nine to Bristol and six to King's College, London, with others placed for Veterinary Science, Dentistry, Law, Engineering, English, History, Economics and several for more recently developed courses in Film and Neuroscience.

Key to this success is the guidance and expertise that Brampton offers students in researching courses and

applying for universities, overseen by the College's expert Careers Adviser, Lisa Carter. The process begins in earnest in the January of a student's AS year, with a great deal of time and energy spent getting to know the application system and the ways to find the degree course best suited to them, with a battery of talks, careers appointments, university/careers visits, workshops, interview practice, a special programme for those applying for Oxbridge or Medicine, Dentistry or Vet Science degrees, and seemingly endless one-to-one help to refine choices and create the best possible applications. ■

STUDENT STORIES

Culture of learning and care was key to Anthony's success

Anthony Bennett gained A grades in Maths, Politics and History and is now reading International Relations at King's College, London. Here he tells us how coming to the College made a difference for him.

When I first started at Brampton College, I was almost overwhelmed with anxiety about the challenges that lay ahead. But within only a day or two the community of teachers and fellow students quickly dispelled my worries. In particular, the feedback on my work provided by teachers proved to be really useful: highly centred around my areas of strength and weaknesses, I could feel it was helping me to improve from the very first assignments. This personal feedback on homework was reinforced by practice in weekly tests, and then periodic exam-style assessments, which boosted my confidence and made the public exams less nerve-racking.

However, what truly set Brampton apart for me was the culture of ambition without pressure. Teachers were not just subject specialists but mentors who tailored their advice to my academic goals. I studied Politics, History, and Maths, and the way the college encouraged critical thinking across these disciplines helped me build strong analytical and problem-solving skills.

Moreover, one of the most valuable aspects of my time at Brampton was the outstanding UCAS support. From perfecting my statement to choosing the right universities, the guidance I received was thoughtful, individualised, and incredibly thorough. This support played a significant role in helping me secure four out of five university offers!

Thanks to Brampton, I not only achieved the results I needed but also left with renewed confidence in my abilities and a clearer sense of direction. I would wholeheartedly recommend Brampton to anyone looking for a college that balances academic excellence with genuine care for its students' futures. ■

Anthony on A level results day



“Incredible level of support” for GCSE students at Brampton puts Libby at ease

Libby Lauber joined the College in Year 11 for a one-year GCSE course, at the end of which she achieved top grades across the board. She decided to stay on for her A levels.

After experiencing lots of frustration at my old school due to inconsistent teaching and lack of support, I decided to move to Brampton. The prospect of a one year GCSE course did scare me, but after starting the term, my concerns were quickly put at ease as I realised what good hands I was in. I received incredible amounts of support from my Personal Tutor and my class teachers; whether it was helping me with constructing a revision timetable, directing me to various helpful websites, or providing extra tutorials, I truly felt enabled to sit my exams with confidence. One thing in particular that I found amazing about Brampton is the small class sizes; I'm able to ask questions and not be lost in a sea of students which I think is crucial, especially when it comes to A-levels. After receiving my GCSE grades, it was obvious to me that I should stay on at Brampton, my results clearly showed how much I had benefited from the one year course. I am now studying Maths, Biology, and Chemistry and I'm still receiving the same incredible level of support and extraordinary teaching. I'm very grateful to Brampton for pushing me and showing me that I can achieve more than I thought. ■

Libby and classmate, Sumil, in the lab



Highly qualified new recruits add to strengths of the College

Imran Salim Mathematics

Imran holds a First Class Honours degree in Mathematics from King's College, London and a PGCE from UCL's Institute of Education. With over a decade of experience teaching GCSE, A-Level, and Further Mathematics, he has supported students across all ability levels and led curriculum development to improve outcomes.

Passionate about problem-solving and independent learning, Imran combines strong subject knowledge with a student-focused approach. He is also experienced in mentoring and committed to helping learners achieve their full potential.



Russell Taylor Sociology

Russell studied at the University of Sheffield where he achieved a BA, MA, and Postgraduate Diploma in Education. He has taught for the past four years as a Sociology, History & RE teacher, as well as an EPQ coordinator. He is incredibly passionate about Sociology and has sought to instil that same passion for the subject within his students. He has used his experience of teaching multiple subjects to support learning and cross-curricular links across the A Level Sociology curriculum, developing student quality of work and confidence in academia.



Before teaching, Deborah worked in the fields of defence and medical technology, both of which gave her a real-world understanding of applied mathematics. She marks A level exams to deepen her understanding of assessment, but Deborah's core motivation is helping students truly understand the maths they learn. When not working, she enjoys singing in a choir, playing her clarinet in a wind band and undertaking the occasional DIY project.

Charles Kusi Chemistry

With over a decade of experience teaching Chemistry, Charles is passionate about helping students build confidence, deepen their understanding, and enjoy the learning process. He has taught in three diverse and high-performing schools, taking on roles including leadership, academic mentoring, and pastoral care. Whether supporting students with UCAS applications, running interview workshops, or helping to lead student societies, Charles has always aimed to create inclusive, supportive spaces where young people can grow both academically and personally.

In his spare time, Charles likes playing football and cycling with his family. ■



Deborah Cooper Mathematics

Deborah joins Brampton College with 20 years' experience of teaching Mathematics across the secondary age range. She holds a degree in Engineering Science from Oxford University, an MSc in Medical Engineering and Physics from King's College, London, and a PGCE from Middlesex University.



Learning Support — what will help most?

Jo Young, Head of Learning Support

Having a special educational need (SEN), such as anxiety, dyslexia or ADHD, certainly does not have to stop a student from doing well - the achievement of our own students at Brampton College is testament to that. For any student, however, the barriers to learning thrown up by SENs can also be very hard to surmount unless a student is supported in an appropriate and effective way.

How do students begin to work their way past these barriers? Frustratingly, perhaps, there is no formula or straightforward solution. Each individual who needs support is different. Even when two students



have the same diagnosis, it absolutely does not mean that their classroom needs are the same.

A very good starting point, however, is good communication. When teachers are fully aware of a student's difficulties and are given the tools to support them, barriers can be far more easily broken down.

A vital part of learning support, then, is helping teachers to work as successfully as possible with their students who have SENs. First, we need to help students understand their own difficulties, patiently drawing out of them answers to sometimes painful questions of what they find hardest and why they think that is, then moving on to look actively at ways to overcome each issue: what little adjustments do they already know can help and what new ones might they try? Secondly, we need to give teachers as much information as possible about those students, and provide them with realistic, useful advice on how to help them properly, in ways that are likely to work.

Much of this information comes to us from diagnostic reports or guides on specific conditions, but such specialist documents do not tell us what the biggest problems are for an individual young person in their own words. At Brampton this year we have asked

students to create their own 'Student Profile' - a really simple document that students put together with the help of Learning Support, outlining their biggest learning challenges, the things they think they're pretty good at, the things that they know they need to do to help themselves and, crucially, what they think teachers can do to support them. The Profile is then shared with teachers, letting them know more precisely what the student finds most challenging (whether that be anxiety about answering questions or problems with reading quickly), as well as giving them a guide to all the things that the student knows may help them (such as a particular seating position, extra time to contribute to class discussions or to make sure they have made a coherent note of a point, a brief break in a longer lesson, or a printed glossary of key language).

Feedback on the Student Profile has been positive so far. Students who have written their Profiles have found it a relief to share their difficulties with teachers in a constructive way, and teachers do value the information. As I've said, there is no easy solution to supporting students with SEND, and the Student Profile is just one tool that we use to make sure we're doing our best for them, but it's one that we hope will add real value for both our students and teachers. ■