

Breaside Preparatory School

Independent school standard inspection report

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Reporting inspector	John Gush

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.^{3, 4}

Information about the school

Breaside Preparatory School is an independent day school for boys and girls from two to eleven years of age. The school was first established in 1951. It became part of the Cognita group of schools in 2004. It is located in two large and extended detached houses in the London Borough of Bromley with additional buildings at the rear which house the Early Years Foundation Stage facilities, comprising Kindergarten and Reception classes. There are 243 full-time pupils on the school roll with 48 who attend part time. There are four two-year-old children, and 71 children aged three to four. All of these children receive nursery education funding. The Kindergarten operates each day from Monday to Friday. The school sees itself as a 'very happy, friendly and family environment where pupils flourish' and its aim is for pupils 'to reach their full potential, thus enabling them to achieve the right school at 11+ transfer, whether that be selective grammar, independent or state school'. A small number of pupils have special educational needs and/or disabilities and there are four with a statement of special educational needs. A few pupils speak English as an additional language, and a wide range of cultural groups is represented. The school offers childcare, both before and after school each day during term time. This facility, together with that for the two-year-olds, is registered on the Early Years Register with provision for up to 24 children at any one time. The childcare provision was last inspected by Ofsted in February 2006 and the school and the Kindergarten were last inspected in September 2008. The education and childcare provision were inspected at the same time on this inspection.

Evaluation of the school

Breaside Preparatory School provides an outstanding quality of education. The overall effectiveness of the Early Years Foundation Stage, including registered provision for children under the age of three, is good. The school successfully meets

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

³ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

⁴ www.legislation.gov.uk/ukpga/2006/21/contents.

its stated aims. Pupils are articulate and confident, their behaviour is outstanding, and they are extremely enthusiastic about their learning and about the exceptional breadth of learning opportunities in the outstanding curriculum. Improvements since the last inspection have led to teaching and assessment now being outstanding overall. Excellent resources and outstanding arrangements for pupils' welfare, health and safety create a secure and purposeful learning environment. Pupils' progress, both academically and personally, and their spiritual, moral, social and cultural development are outstanding. Safeguarding arrangements are of high quality and all of the regulations are now met. Registered provision for the care of children after school meets all of the regulations and the recommendations from the previous inspection have been acted upon effectively.

Quality of education

The curriculum is outstanding. It is broad and varied and stimulates pupils to show a real enthusiasm for learning. Provision in the Early Years Foundation Stage and for those aged 0 to 3 years, is good. It is characterised by a good balance of adult-led activities and opportunities for independent learning. Specialist subject teaching increases as pupils move through the school. A strong focus is placed on developing pupils' literacy and numeracy skills. Well-written schemes of work and joint planning effectively support pupils' progression in learning across the infant and junior phases. An exceptional range of trips, visits, activities and events significantly enriches the curriculum both within the school day and beyond. Attention to pupils' personal, social and health education has improved since the last inspection and is now extremely well planned. It is incorporated into school life as well as into subject teaching and theme weeks.

As well as its clubs and activities, the school operates an after-school club that provides care for those pupils whose parents and carers cannot collect them directly at the end of the school day. In addition to the reassurance provided by the club for both pupils and their parents and carers (it is available on a short-term basis when a particular need arises as well as on a regular basis) it also provides good opportunities for constructive play and the development of personal and social skills.

Teaching and assessment are outstanding. All of the teachers are enthusiastic and they make good use of their excellent subject knowledge to provide exciting and well-paced lessons to engage and interest pupils. Consequently, pupils thrive and enjoy learning. Teachers incorporate frequent opportunities to check and promote learning through exceptionally skilful questioning. Pupils develop confidence and independence in their learning through individual, paired and group work. They are actively involved in lessons and enjoy the relevant, varied, and often practical tasks and activities that are set for them. These tasks enable pupils to develop fluency in the vocabulary, skills, knowledge and concepts that underpin each subject. Access to information and communication technology in the classrooms has improved since the last inspection and all teachers use it effectively as an aid to learning.

Provision for pupils with additional needs has been strengthened and, as a result, their progress is carefully tracked, appropriate interventions are made and their needs are well met in the classroom. Provision for those pupils with statements of special educational needs fulfills the requirements of the statements. A new marking policy has been introduced and the school is continuing to develop its implementation. Good use is made of praise and many teachers clearly indicate the most successful elements of pupils' work with suitable advice on how they can improve. Older pupils, in particular, act on these comments and track their progress towards their learning targets. The school is developing its arrangements to collect and analyse data about pupils' progress in order to support learning and to provide a more comprehensive picture of pupils' long-term progress.

Pupils' success in national tests, as well as in the 11+ public examinations, reflects their outstanding progress. All pupils achieve a place at the secondary school of their choice, and a significant proportion win scholarships. Children in the Early Years Foundation Stage and those aged under three years make good progress towards their expected goals and targets.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils throughout the school is outstanding, resulting in their exceptionally positive attitudes towards the school, their learning and the wide range of activities in which they take part. Consistently high levels of attendance reflect pupils' enjoyment of school. Every care has been taken to provide each pupil with an opportunity to find something at which they can excel and their individual gifts and talents are nurtured by the specialist teaching, cultural programmes and school clubs. Pupils develop a self-confidence that is reflected in their thoughtful participation during lessons, in the regular instrumental concerts and in the outstanding drama performances. Rich and varied displays of artwork are presented in the classrooms and communal areas of the school, further promoting pupils' self-esteem. They take advantage of opportunities to develop a strong sense of responsibility, from voting for a class representative on the school council to serving as a prefect or a road safety officer.

Pupils' behaviour is outstanding and they are courteous and thoughtful to each other, to teachers and to visitors. Behaviour in lessons is exemplary, so that there is a fast pace of learning with enhanced opportunities for all to learn. Pupils interact positively and harmoniously with others who have different cultural and religious beliefs. A recent school-wide theme week on diversity is an example of the range of opportunities provided to help pupils to appreciate the variety of cultural traditions reflected within the school population. The school's '3Rs' ethos (Respect for oneself, Respect for all others and taking full Responsibility for one's own actions) is promoted effectively and successfully. Pupils report an absence of bullying resulting from the school's effective emphasis on friendship in its anti-bullying policy.

Welfare, health and safety of pupils

The provision for the welfare, health and safety of pupils throughout the school is outstanding. Provision for safeguarding pupils is of a very high standard, underpinned by training in child protection at appropriate levels; this is an improvement since the last inspection. There is a detailed child protection policy with clear procedures and all of the required vetting checks on staff and others are made. Robust policies and procedures are implemented consistently to promote the welfare of all pupils at all times and they comply fully with national guidance. Exemplary procedures to maintain high levels of health and safety are supported by a comprehensive training programme for staff and rigorous monitoring of implementation. Fire risk is assessed twice each year and precautions are adhered to rigorously. Sufficient staff members are trained in first aid and two Early Years Foundation Stage staff hold paediatric first aid qualifications. As a consequence of these measures pupils feel very safe and are free from harassment.

Pupils routinely enjoy healthy lifestyles. They all have school lunch, where a vegetarian option and salad and fruit are always available. They appreciate the strong emphasis placed on physical education. There is a generous time allocation for games and physical education and a good number of pupils walk to school at least once a week.

Parents and carers have confidence in the school's procedures for welfare, health and safety and know that attendance is monitored rigorously.

The school has satisfactorily updated its accessibility plan to meet the requirements of the Equality Act 2010. The after-school club meets requirements of the Childcare Register and makes a good contribution to developing pupils' personal and social skills.

Suitability of staff, supply staff and proprietors

The school's procedures for the recruitment and vetting of staff are secure and meet the regulatory requirements. All staff members and others have been subject to enhanced Criminal Records Bureau checks and the checks are appropriately listed in the well-kept single central record.

Premises and accommodation at the school

The school's accommodation provides excellent facilities for the teaching, learning and social interaction of the number of pupils currently on roll. Recent additions include the ramped walkways and the outstanding outdoor play areas for the Kindergarten and Reception classes. A number of designated specialist teaching rooms are provided, including for science, information and communication technology, art and music. Careful scheduling allows the best possible use of the multi-purpose hall, which provides excellent facilities for productions, concerts and assemblies, as well as lunch and physical education lessons. All classrooms offer very

effective learning environments. Bright displays of pupils' work enhance these conditions. The school makes good use of the local community to support its sporting activities. A suitable medical room is available for those pupils who become ill during the school day.

Provision of information

All of the required information is provided, or made available, to parents and others. Parents and carers particularly appreciate the weekly 'Breaside Bulletin', which appears on the school's website and provides information and photographs including fund-raising events, class trips and visits, sports fixtures and concerts. They feel well informed about their children's progress through clearly written reports and through meetings with teachers, which they can arrange at any mutually convenient time. Parents and carers express a very high level of satisfaction with the school's work.

Manner in which complaints are to be handled

The very clear policy fully meets regulatory requirements. It is regularly reviewed, published on the website and made available to parents and carers with other information when their child is admitted.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness and leadership and management of the Early Years Foundation Stage are good and the good provision secures good outcomes for all children, including those in the registered provision for children under three years old. Staff members develop strong relationships with parents and carers and provide them with effective information that enables them to support their children's learning and welfare. Safeguarding arrangements are good and meet requirements. Children's behaviour is managed well. Consequently, children feel well cared for and safe. All children are encouraged to eat healthily and to observe hygiene routines. They enjoy learning through play and make good use of the excellent outdoor play equipment.

The children make a positive contribution to the life of the school with Reception class children able to voice their opinions as part of the school council. Their attainment varies between being in line with and above national expectations and progress is good with some children making outstanding progress in the areas of literacy and numeracy.

The curriculum is well developed and is used effectively to promote children's learning as well as their social, physical and economic well-being. Teaching is good overall, and ensures children make good progress given their original starting points. The teaching observed in the Kindergarten was outstanding. Provision here made very effective use of resources that provide an excellent range of stimulating activities. Teachers are skilled at promoting positive attitudes to learning and model language well to extend children's speaking through continuously engaging them in conversation and they actively encourage children's independence. For example,

children make use of the school's woodland to find sticks for their model campfire.

The provision for children under three meets the requirements of the Early Years Register. Children maintain attention well and sit quietly when appropriate; they respond enthusiastically to new experiences and show a range of feelings. They are helped to take turns and to share resources in the class and to make choices about their activities. Teachers help children develop a sense of inner-self by providing opportunities for them to be curious, enthusiastic, engaged and tranquil.

All staff members are qualified and are engaged in ongoing training. Formal self-evaluation procedures to enhance the identification of clear priorities for improvement to outcomes for learners are being developed.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Continue to develop and refine the use of data to further the progress of individual pupils.
- Continue the development of formal self-evaluation procedures in the Early Years Foundation Stage to support continuous improvement across all aspects of this provision.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		

School details

School status	Independent		
Type of school	Primary		
Date school opened	1951		
Age range of pupils	2–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 125	Girls: 118	Total: 243
Number on roll (part-time pupils)	Boys: 19	Girls: 29	Total: 48
Number of children aged 0–3 in registered childcare provision	Boys: 3	Girls: 1	Total: 4
Number of pupils with a statement of special educational needs	Boys: 3	Girls: 1	Total: 4
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£9,525		
Annual fees (childcare)	£5,475		
Address of school	41-43 Orchard Road Bromley Kent BR1 2PR		
Telephone number	020 8460 0916		
Email address	headteacher@breaside.co.uk		
Headteacher	Karen Nicholson		
Proprietor	Cognita Ltd		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2011

Dear Pupils

Inspection of Breaside Preparatory School, Bromley, BR2 2PR

Thank you for welcoming the inspection team so warmly when we visited your school recently. We greatly enjoyed meeting you, seeing you learn and talking to you. You go to an outstanding school where adults work very hard to prepare you for the future.

You make excellent progress in various subjects and in your personal development. You enjoy school and your attendance is very good. Your teachers and teaching assistants care for you well. We were really impressed by the interest you show in learning and the progress you make in your lessons. This is possible because your teachers know you well as individuals and teach you very well. You are extremely well behaved, get on well with each other and make a good contribution to school life. You feel safe and really understand the importance of eating and drinking healthily and taking exercise.

In order to make your school even better, we have suggested that the school might:

- help you to make even better progress in your learning by developing and improving the way that information about your progress is collected and used to plan your lessons
- develop the best possible ways of thinking about the teaching in the kindergarten and Reception classes and to plan to make it even better.

You will help your teachers to achieve this if you continue to work as hard as we saw during the inspection.

Yours sincerely

John Gush
Lead inspector