

Broadhurst School

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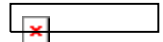
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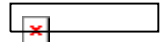
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Introduction and summary

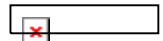


Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

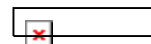
Information about the school



Broadhurst School is an independent, co-educational, pre-preparatory school for pupils aged two and a half to five years. This family-run school was founded in 1958 and is located in Hampstead, north-west London. The school provides part-time places for pupils up to the age of three years. Parents of pupils who are between the age of three and four years can opt for a full or part-time place. State-funded nursery education is available for pupils between the age of three and five years.

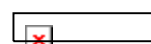
The school aims to provide a *happy, caring and secure environment in which every child can develop individually and is motivated and encouraged to reach his or her full potential*. Pupils come from a variety of backgrounds and cultures and are admitted purely on a first-come, first-served basis. There are 139 pupils on roll: 64 boys and 75 girls. One pupil has a statement of special educational need (SEN), and the school gives additional learning support to one other pupil.

Summary of main findings



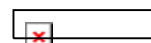
Broadhurst School is a very good school. It cares very well for its pupils and provides them with an attractive and safe learning environment in which they flourish. Its curriculum is broad and well balanced. It makes good provision for pupils' intellectual, personal, social, and moral development. Positive relationships between staff and pupils create an ethos in which pupils feel valued and very good teaching ensures that they achieve well.

What the school does well



- it is very effective in meeting its stated aim of providing a happy, caring and secure learning environment which motivates pupils, enhances their self-esteem and promotes very good behaviour;
- it provides pupils with very good teaching and, as a result, they make good progress and achieve well, particularly in their language, literacy and communication skills;
- it uses assessment effectively to ensure that all pupils, including those with SEN and those for whom English is an additional language, make good progress in their learning; and
- it helps pupils to develop into highly confident, independent and successful learners.

What the school must do in order to comply with the regulations

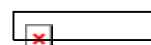


- provide parents and prospective parents with the full details of the proprietors including the address for correspondence during both term time and holidays, and a telephone number or numbers on which they may be contacted at all times;

make it clear to parents of pupils and prospective pupils that they may request:

- details of the number of complaints registered under the formal procedure during the preceding school year; and
- information about the number of staff employed at the school, including temporary staff, and a summary of their qualifications.

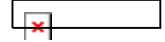
What the school must do to comply with the Disability Discrimination Act (DDA) 2002



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

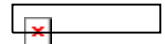
Next steps



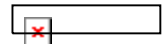
Whilst not required by the regulations, the school might wish to consider the following points for development:

- improve the use of information and communication technology to support teaching and learning more effectively.

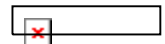
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The school makes good provision for pupils' development through a broad, balanced and well implemented curriculum. Pupils in the nursery and reception classes follow a curriculum which is based on the six areas of learning in the Foundation Stage. The curriculum is supported by suitable schemes of work, teaching plans and resources, and is organised into appropriate topics and themes which change every two to three weeks.

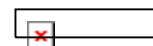
All pupils, including those with SEN and those for whom English is an additional language, make good progress and most achieve very well in all areas of learning. By the end of the reception year, most pupils are achieving the early learning goals, the established expectations for most pupils to reach by the end of the Foundation Stage. Their speaking and listening skills are highly developed; they have high levels of concentration and hold conversations confidently with adults and with their peers. They have a growing vocabulary and use their knowledge of phonics to decode unfamiliar words. They use simple words in their writing, make plausible attempts at more complex words and form letters correctly. Pupils can also carry out simple additions and are beginning to understand the notion of subtraction.

The school follows the nationally recommended SEN code of practice. Pupils who require additional support and those with a statement of educational need have clear targets and are provided with very good support. Consequently, they make very good progress. The school has many bilingual pupils, most of whom speak English proficiently. The school supports those who are at the early stages of learning English through the use of a range of visual discrimination games and picture cards.

Personal, social and health education is incorporated into day-to-day teaching activities and taught

through the themes and a daily circle time. The school places a very strong emphasis on social skills and pupils are encouraged to develop polite manners from a very young age. They take responsibility for choosing activities and help to tidy up afterwards. A range of relevant visits to farms, museums and other local areas of interest enhance the curriculum. In addition, parents and members of the local community make a positive contribution to pupils' learning through a programme of visits and talks.

The quality of the teaching and assessment



The quality of teaching in the school is very good. It was good or better in 12 out of the 15 lessons observed. No unsatisfactory teaching was seen.

Teachers constantly engage pupils in meaningful, high quality dialogue. This interaction, combined with the very skilled use of questioning, encourages pupils to express their ideas and develop a deeper understanding of concepts. Teachers plan lessons around weekly objectives which are related to each of the six areas of learning in the Foundation Stage curriculum. They motivate pupils by engaging their interest and building on what they already know. Teachers select purposeful activities and use appropriate resources which support learning. They maximise their time by linking several areas of learning during teaching activities; for example, consolidating numeracy skills during a cooking lesson. They use a range of appropriate and effective strategies, including demonstration, instruction and questioning. Teaching assistants work in full partnership with teachers and lead activities effectively. There is a seamless flow of interaction between teachers, teaching assistants and pupils, which creates a positive learning ethos.

Teachers have a very good understanding of the aptitudes, needs and prior attainment of the pupils. They carry out daily assessments and respond to these through an appropriate choice of reading books, targeted questions and activities which are well-matched to pupils' needs and abilities. They produce termly reports for the headteacher which include assessments on pupils' knowledge of phonics, number and reading skills. In addition, teachers regularly assess pupils against each of the early learning goals and complete the Foundation Stage profile on each pupil.

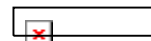
The headteacher has a positive influence on the quality of teaching. She places a strong emphasis on continuous professional development and this has helped to develop a well-qualified team of teachers whose subject knowledge is good. She monitors teaching and makes suggestions to staff on how it can be improved.

Resources to support teaching and learning are good. Classroom resources, especially books, are of good quality, quantity and range and are generally used effectively. Full-time pupils have access to computers. However, teachers' use of these to support teaching and learning is minimal. In addition, they do not always take advantage of, and use 'big books' during story times and there are insufficient dual language books to support pupils for whom English is an additional language. The playground is used effectively to enhance learning. A small section of it is used as a garden and pupils see their own plants grow in it. However, part-time nursery pupils have insufficient access to this space.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils



The school makes very good provision for the moral and social development of its pupils and satisfactory provision for their spiritual and cultural development.

The school provides a few opportunities for pupils' spiritual development, partly through circle time, where pupils are encouraged to reflect and discuss their feelings. There is no teaching of religious education, nor are there school assemblies. Pupils learn about religious festivals celebrated by pupils in their class; however, this is not specifically planned for and is dependent on whether religions are represented in the class at any one time. Pupils from different countries and cultural backgrounds work and socialise well together. Their cultural awareness is further promoted through parental talks on religious festivals such as Diwali. They develop an understanding of public services through visits from fire and police officers. They have supported charities such as St John's Hospice, Great Ormond Street hospital and Save the Baby. Overall, there are some missed opportunities to promote pupils' spiritual and cultural development through regularly planned activities in circle time or topic work.

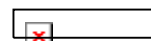
All teachers include personal, social and emotional development in their planning. There is an effective policy on developing pupils' self-esteem which includes useful suggestions, such as ensuring that all pupils are valued and feel included, portraying positive images and celebrating diversity. This, together with the positive and supportive relationships with teachers, helps pupils to develop confidence, self-esteem and independence. Consequently, their personal, social and emotional development is very good. When talking with inspectors pupils are very articulate in their responses and are able to express their views succinctly. In lessons they are very considerate of each other's needs and take responsibility for their actions, for instance by apologising gracefully. They are very patient and good at sharing equipment. They are very polite and say *'thank you'*, *'please'* and *'excuse me'* appropriately.

Pupils' moral development is very good. Teachers have very high expectations of pupils' behaviour, provide good role models for them and help them to distinguish right from wrong. They use praise and encouragement regularly to promote good behaviour and manners. Pupils respond to this and behave very well.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils



The school provides a secure, safe and healthy environment for its pupils and gives high priority to their welfare. All staff undertake their responsibilities in relation to pupils' welfare, health and safety systematically and professionally.

The succinct policy documents and guidelines meet the requirements fully and are implemented conscientiously by teachers. There are appropriate policies on behaviour, discipline and anti-bullying, child protection, health and safety, fire safety and educational visits. Systems for fire safety are in good order, with clear signs and exit routes. There are two named teachers qualified in First Aid to ensure that pupils are cared for well in the event of accidents or injuries. In addition, all other staff have some basic First Aid training. Each class has an incident and accident book, which follows a common format. There is very good pastoral support for all pupils. Pupils say that incidents of bullying are rare and teachers deal with these quickly and effectively.

The admission and attendance registers are kept in accordance with regulations, although

attendance registers are not always called promptly. The school has a brief statement about providing access to pupils with disabilities, including visual or hearing impairment, but no three-year plan to implement actions within available finance.

Does the school meet the requirements for registration?

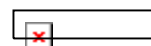
Yes.

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff

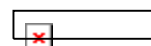


The school is owned by two proprietors one of whom is the headteacher. The other proprietor supports the headteacher with the administration of the school. All staff have been subject to checks with the Criminal Records Bureau (CRB) at an enhanced level. Checks on some staff are still being processed, however these staff do not work unsupervised with pupils. Prior to the confirmation of their appointment, the proprietor makes detailed checks to ascertain the identity, employment history, qualifications and medical fitness of staff. All have appropriate qualifications which have been further enhanced by regular in-service training.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation



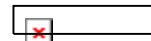
The school is housed in a four-storey Victorian building, which has been adapted carefully to meet the needs of the school and its stated objectives. The teaching accommodation consists of seven classrooms. One of the classrooms, whilst adequate for teaching, is slightly cramped for the number of pupils who use it in some sessions. There is no hall or other open area for indoor play and exercise. However, there is an attractive playground with a safety surface for outdoor play, which is used well. It contains a good range of appropriate play equipment and climbing apparatus.

The school is maintained in a good state of decoration and the building is clean and tidy. The classrooms provide an attractive environment for learning, with computers in four of the rooms. A range of interactive displays of pupils' work adorns classroom walls. There are regular fire drills, which show that emergency evacuations can be accomplished safely and quickly. Arrangements for the care of pupils who are ill are suitable. There are sufficient toilets for the number of pupils in the building.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners



The school works hard to maintain a very positive relationship and successful partnership with parents. It provides parents and prospective parents with helpful information through its prospectus and a number of other key policies. The school's ethos and aims are described fully in the prospectus. A further document provides parents with very detailed information about the curriculum and how it meets each of the six areas of learning in the Foundation Stage. In addition, displays outside each classroom give parents information on each week's planned learning experiences. Parents are kept informed through bi-annual meetings and regular newsletters. They make a positive contribution to the school through their support of school events and by giving talks to classes. Their comments about the school in the pre-inspection questionnaires were very positive.

A document called the '*Broadhurst Booklet*' contains full details of all policies including behaviour, anti-bullying, child protection, and health and safety, and is kept in a location readily accessible to parents. Parents have been provided with key policies and are aware that they may request copies of most of the others if they so desire. However, they are not yet aware that they can request details of the number of formal complaints registered during the preceding school year. Also, they are not aware that they can request information on the number of staff employed at the school, including temporary staff, and a summary of their qualifications. The school prospectus does not clearly indicate who the proprietors are or their address for correspondence during both term and holiday times.

An annual written report sent to parents of pupils in the reception year provides useful information about pupils' progress and achievement. Parents of other pupils are sent a portfolio of their children's work containing pictorial evidence and samples of work which document milestones reached and progress made over the year. The school is considering modifying this to include a written report similar to that sent to parents of pupils in the reception year. The school provides the local education authority with all necessary information relating to the annual review of statemented pupils.

Does the school meet the requirements for registration?

The school meets most but not all of the requirements.

What does the school need to do to comply with the regulations?

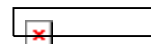
In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that parents and prospective parents are provided with the full details of the proprietors including the address for correspondence during both term time and holidays and a telephone number or numbers on which they may be contacted at all times (paragraph 6(2)(b));

make it clear that parents of pupils and of prospective pupils may request:

- details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(2)(j)); and
- the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 6(2)(k)).

7. The effectiveness of the school's procedures for handling complaints

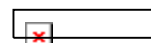


The school's written complaints procedure meets all the requirements of the regulations. The school's positive relationship with parents has enabled it to deal successfully with any complaints on an informal basis.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	Broadhurst School		
DfES ref number:	202/6384		
Type of school:	Pre-Preparatory		
Status:	Independent		
Age range of pupils:	2½ - 5 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 33,	Girls 39,	Total 72
Number on roll (part-time pupils):	Boys 31,	Girls 36,	Total 67
Number of pupils with a statement of special educational need:	Boys 1,	Girls 0,	Total 1
Annual fees (day pupils):	£5,550 - £9,360		
Address of school:	19 Greencroft Gardens London NW6 3LP		
E-mail address:	office@broadhurstschool.com		
Telephone number:	020 7328 4280		
Fax number:	020 7328 9370		
Headteacher:	Miss D M Berkery		
Proprietor:	Miss D M Berkery and Mr B J Berkery		
Lead Inspector:	Mrs Florence Olajide HMI		
Dates of inspection:	20 - 23 June 2005		