

Breaside Preparatory School

Independent School

Inspection Report

DCSF Registration Number	305/6004
Unique Reference Number	101684
Inspection number	329547
Inspection dates	16 September 2008
Reporting inspector	Ian Hartland

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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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, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Breaside Preparatory School is an independent day school for boys and girls from three to 11 years of age. The school was first established in 1951. It became part of the Cognita group 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 kindergarten and reception classes. There are 233 full-time pupils on the school roll with 38 who attend part time. There are eight children just under three years of age and 55 children aged three to four, all of whom receive nursery education funding. The nursery school operates each day from Monday to Friday. The school aims 'to provide a high quality all round education' in 'a challenging a supportive environment' and 'to encourage all pupils to become responsible individuals who can work together co-operatively'. A small number of pupils have learning difficulties and there are just a few with a statement of special educational needs. A few pupils have English as an additional language. The school prepares pupils for entry into independent and maintained secondary schools. The school and the nursery provision were last inspected by Ofsted in June and September 2004 respectively. A new headteacher took up her post in September 2008.

Evaluation of the school

Breaside Preparatory School offers a good quality of education and care. The overall effectiveness of the Early Years Foundation Stage (EYFS) is good. The new headteacher has a very clear awareness of the school's strengths and areas for development and a strong vision for the future of the school. The curriculum and teaching are good enabling pupils to make good progress in their learning and to develop into confident and articulate learners. The majority of parents are very positive about the school, as are the pupils. The school prepares the pupils well for the next phase in their education with a record of success in enabling pupils to pass entry tests for senior schools. It has rectified the few issues relating to premises, to welfare, health and safety and the suitability of the proprietor and staff identified in the last inspection report. The school meets all but one of the regulations.

Quality of education

The curriculum is good. It is broad and balanced and well planned with clear policies and comprehensive schemes of work which provide effective support for teaching and learning. The curriculum for the EYFS is good. The curriculum ensures that all pupils across the ability range are able to make good progress in their personal development and in their basic skills. The school teaches all National Curriculum subjects along with religious education and French. It places a strong emphasis on developing basic skills in English and mathematics but also gives particular attention to physical education (PE). The school makes good use of local sports facilities. Some subjects are taught by subject specialists, for example music, French, information and communication technology (ICT), PE and games. Good opportunities are provided for participation in drama productions. Many pupils are involved in a range of musical activities with half the school learning to play a musical instrument.

The school has recently improved its provision for ICT which is well used by the pupils across different subjects. This facility is further enhanced with the installation of two interactive white boards. The small number who have learning difficulties or have English as an additional language are catered for well with additional one-to-one tuition in a designated room or with extra support in class from teaching assistants. The personal, social and health education (PSHE) programme includes citizenship but the planning for PSHE is not as fully developed as in other subjects. Pupils enjoy the opportunities for enrichment provided by the wide range of extra-curricular activities which include various sports as well as art, craft, dance, the school choir and a homework club. Staff arrange a wide range of sporting fixtures with other schools. A number of educational visits are organised each year, for example, an activities week in Cornwall in Year 5 and a trip to France in Year 6 as well as to local shops and businesses. Visitors, for example a local war veteran, further enrich the pupils' learning experience. The school also provides a breakfast club, an after-school club and a summer school for 1 or 2 weeks. In addition to the good basic skills, pupils acquire good teamwork and communication skills that prepare them well for their future lives and the next stage of their education.

The quality of teaching and assessment is good in the main school and the EYFS. Teachers know their pupils well and teaching usually ensures that learners remain engaged with their work. As a result, pupils feel safe and secure in lessons and they receive good support when in need of help and guidance. Teaching is characterised by good relationships and subject expertise and pupils are well managed. Teachers make good use of praise and encouragement. Pupils benefit from a wide range of interesting and well-planned activities to promote their learning. Resources to support learning are good and used skilfully in lessons. Lesson plans are appropriately based on longer-term planning. Teachers successfully establish a purposeful working atmosphere in lessons and effectively foster pupils' enjoyment of school and positive attitudes towards learning. The pupils usually respond positively to instructions and are generally eager to answer questions and to offer their views. They mainly concentrate well in lessons and are keen to complete the tasks given to them. Behaviour in lessons is good.

Where the teaching is occasionally less strong, there are times when work is set for all pupils at the same level of difficulty. Teachers write out the intended learning outcomes of lessons, but objectives are not always clear and precise enough.

There is a rigorous assessment framework in place that enables teachers to carefully track each pupil's progress in the school, although this is less well developed in the EYFS. The school uses national tests at the end of Year 2 and Year 6 and usually achieves above average standards in English, mathematics and science. All pupils, including those who find learning more difficult, make good progress. Pupils gain knowledge and skills at a good rate across the school.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is good. The school promotes pupils' spiritual development successfully and the regular assemblies are based on Christian values. Pupils develop a high level of self confidence and maturity. Children make a good start in the EYFS where their personal, social and emotional development is successfully encouraged. The pupils' self-understanding is developed well through opportunities for discussion. They successfully learn to develop independence and to 'have a voice' in articulating ways to improve the school through the school council. Their behaviour around the school is good. Good behaviour is encouraged through the school's rewards system and the school uses the motto of 'the 3 Rs: respect for oneself; respect for others; taking full responsibility for one's own actions'. Pupils have a good grasp of the difference between right and wrong and treat each other with respect. They are always extremely courteous and polite to visitors.

The pupils enjoy coming to school as is evidenced by their good attendance and their responses to the pupil questionnaire. They have some opportunities to take on responsibilities, such as becoming school prefects. Their good contribution to the wider community is evident, for example, in a Year 6 entrepreneur's club where pupils plan to raise money for good causes and in the contributions made to charities. Pupils gain an understanding of British institutions and services by learning, for example, about the role of the police and the fire service and through a range of visits and visitors. They learn to respect the diversity of contemporary British society by learning about and celebrating the festivals of major world religions.

Safeguarding pupils' welfare, health and safety

The provision for the welfare, health and safety of pupils is good across the school including the EYFS, and is accorded a high priority. Essential policies and records are in place. Staff supervise pupils well. The procedures for the recruitment of staff and safeguarding children, which comply with the latest guidance, are mostly rigorous. The child protection policy meets requirements and there is a designated and trained

officer. Most staff are trained but a few others have not received the required refresher training, although this is planned to take place imminently. A central staff register is in place which records all the necessary checks that have been conducted. Healthy lifestyles are promoted well with the provision of hot and cold meals at lunchtimes, fresh fruit daily, a generous allocation of time for games and PE as well through learning activities in PSHE and science. Pupils feel safe in school and report that there is very little bullying and that swift action is taken if it occurs. The school has made the necessary provision for fire safety. The fire drill book is up-to-date and fire and electrical equipment is regularly checked. The school meets the requirements of the Disability Discrimination Act 2002 with plans in place to further improve access.

Effectiveness of the Early Years Foundation Stage

The school provides children in the kindergarten and reception classes with good opportunities for learning and development. An interesting range of activities enables children to make the most of both the internal and external learning environment. The atmosphere is calm and caring so pupils feel safe and secure and the provision for welfare, health and safety are good. They enjoy their learning and behave very well. Children show a good awareness of safety and move around the area and use equipment sensibly. They eat healthy snacks and lunches and know they should drink lots of water. An appropriate balance of adult- and child-initiated activities means pupils quickly gain confidence and become independent learners.

Children make good progress and achieve well across all the areas of learning, particularly in the area of personal, social and emotional development. They are helped to learn and develop well. Planning is detailed but does not consistently take into account prior learning, so children are not always sufficiently challenged. Assessment procedures have improved and pupils are more accurately and regularly assessed which enables teachers to give the children individual learning targets rather than more general ones. Good procedures for monitoring the quality of provision have recently been put in place. The new headteacher and early years leader demonstrate a secure understanding of the strengths and weaknesses in the early years' provision. They lead it well and have sensible plans to bring about improvements. Safeguarding procedures are mostly in place, although some staff have not been recently updated on child protection procedures. Imminent training is planned. The new requirement to provide children with key workers who have special responsibility for them has yet to be fully implemented.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- Ensure all staff at the school undertake the required child protection training in compliance with DCSF guidance *Safeguarding children and safer recruitment in education* (2007) (paragraph 3(2)(b)).

In order to comply with the welfare requirements of the Early Years Foundation Stage the school must:

- Ensure all staff at the school undertake the required child protection training in compliance with DCSF guidance *Safeguarding children and safer recruitment in education* (2007)
- Ensure that all children have access to a key worker.

What the school could do to improve further

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

- Ensure that teaching in the infant and junior school is planned to match the different needs of pupils and that lesson objectives are clear and precise to enable teachers and pupils to identify when these objectives have been met.
- Ensure that frequent and rigorous assessment is firmly established in the EYFS so the school can set individual learning targets for each child and monitor progress against these targets.
- Develop the monitoring procedures in the EYFS to evaluate current provision and to improve it.

Inspection Judgement Recording Form

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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		✓		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	Breaside Preparatory School		
DCSF number	3056004		
Unique reference number	101684		
Type of school	Primary		
Status	Independent		
Date school opened	1951		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 137	Girls: 96	Total: 233
Number on roll (part-time pupils)	Boys: 18	Girls: 20	Total: 38
Number of pupils with a statement of special educational need	Boys:1	Girls: 0	Total:1
Annual fees (day pupils)	£8595		
Address of school	41-43 Orchard Road Bromley Kent BR1 2PR		
Telephone number	0208 460 0916		
Fax number	0208 466 5664		
Email address	headteacher@breaside.co.uk		
Headteacher	Mrs Karen Nicholson		
Proprietor	Cognita		
Reporting inspector	Ian Hartland		
Dates of inspection	16 September 2008		