

Broadhurst

Independent School

Inspection Report

DCSF Registration Number	202/6384
Unique Reference Number	100081
Inspection number	329696
Inspection dates	26 November 2008
Reporting inspector	Wendy Forbes

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 welfare, health and safety including the safeguarding of pupils and the improvements the school has made since its last inspection.

Information about the school

Broadhurst School is a small, family-run, non-selective co-educational pre-preparatory school whose aim is 'to provide a happy, caring and secure environment in which every child can develop individually and is motivated and encouraged to reach their full potential.' The school believes that a child's first experience of school should be both stimulating and exciting. It was established in 1958 by the current proprietors' mother and is located in a residential area in London between Hampstead, West Hampstead and Swiss Cottage. At the time of inspection there were 125 pupils on roll. Children are admitted from the age of two and a half years and most spend either two or three years in the school, depending when their birthdays fall, transferring to preparatory schools in the north-west London area at the age of four or five years. The younger children attend school for three hours a day in either morning or afternoon sessions and the older children attend for about six hours a day. A small minority enter with English as an additional language (EAL) and there are currently very few children with learning difficulties or disabilities (LDD) including those with speech and language or moderate learning difficulties. The school was last inspected by Ofsted in June 2005.

Evaluation of the school

Broadhurst School has many strengths and provides a good quality of education for all its children within a small, caring and nurturing environment where each child is treated as an individual. The good curriculum is tailored well to meet the different needs of its pupils, who are extremely well motivated and make good progress. Teaching and assessment are good overall, with very good systems for recording the progress of children, especially in reading. Teachers makes good use of this information to tailor their curriculum and teaching to the individual needs of the pupils. Children's spiritual, moral, social and cultural development is good, and their behaviour is outstanding; courtesy and mutual respect are significant features of the school and its family ethos and calm atmosphere are reflected in the very good

procedures for children's welfare, health and safety. The school has addressed the three regulatory issues and the point for development identified in the last inspection and now meets all statutory requirements.

Quality of education

The quality of education is good. The school is a happy, caring environment where all are valued, children as well as staff, and provision for every individual child is of paramount importance. Children who need additional help are very well supported. The school's policies for such children ensure that appropriate procedures, as well as a high level of adult support, are in place so that they make good progress from their starting points. The good curriculum is broad and balanced, and is enriched by opportunities for cross-curricular topic links. It is further enhanced by in-house music sessions, as well as school events, visits and visitors and small class sizes. The school constantly reviews its provision to ensure that it is closely matched to children's needs and is sharply focused on achieving high standards. Consequently children's basic skills in literacy and numeracy are very well developed.

In addition to several improvements since the last inspection, particularly in the outdoor play area and through internal improvements to the fabric of the building, the school has improved access to computers and has provided interactive whiteboards in four classrooms. Staff expertise in ICT has been updated. All these improvements benefit the development of children's ICT skills.

Class teachers have good subject knowledge, and plan lessons carefully. Teaching assistants are deployed effectively and provide good support for all children. This support, as well as good teaching and rigorous assessment procedures, particularly in reading, help children to know and understand the next steps to their learning. However, not all teaching plans make the reasons for and purposes of activities clear in the learning objectives setting out what is to be done. Children are excited by their thirst for learning and as a result a significant number of them make good and often very good progress in relation to their starting points. Relationships between staff and children are well established. Staff know their children well as individuals and have high expectations. Respect and trust are outstanding features of this good school and consequently children at Broadhurst feel special.

Spiritual, moral, social and cultural development of the pupils

Provision for pupils' spiritual, moral, social and cultural development is good overall. Children's spiritual development is outstanding. Parents are overwhelmingly positive about how much their children enjoy school: as one parent said 'Our son has been very happy and excited to go to school ever since his first day...he is not only learning a great deal, but he is doing so in a caring, loving environment'. The excitement and enjoyment are evident from the very beginning of children's time in

the pre-Nursery and can also be seen in their outstanding attendance, attitudes to learning and in the way they respond to each other. Children know right from wrong and consequently their behaviour is outstanding in class and around school, reflecting its harmonious atmosphere. Children make a positive contribution to their own school community through opportunities to look after the garden areas and as monitors in helping to keep the school looking tidy and well kept. From an early age pupils take responsibility for the resources they use in class and at play. They benefit from opportunities to extend their knowledge of public services and institutions through a good range of cross-curricular topics and enjoy opportunities to build on this appreciation by visits to museums. They have a good understanding of different lifestyles and cultures, as seen in their knowledge and understanding of different countries, cultures and faiths such as Hanouka and Diwali. Reflective moments in circle time, 'show and tell' as well as 'love and light' sessions provide positive opportunities for pupils to contemplate the needs of others. Such experiences help prepare them securely for their future lives and general well-being.

Safeguarding pupils' welfare, health and safety

The school makes good provision for ensuring the welfare, health and safety of all of the children as it did at the last inspection. All staff are trained in first aid and the arrangements in case of fire and emergencies are good. Appropriate and effective safeguarding arrangements are in place to comply with supervision and child protection, and the appropriate checks before staff appointments are completed carefully and recorded centrally as required. Whilst the school pays special attention to the importance of risk assessments, which ensure that children feel safe around school, it also acknowledges the need to provide further opportunities for staff training in both child protection as well as fire safety and has made plans for this to happen in the very near future. There is an appropriate plan in place relating to the Disability Discrimination Act 2002 which demonstrates how the school intends to improve facilities for adults and children with LDD.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage (EYFS) is good. The school has well established procedures in place which meet all the statutory requirements concerning the Early Years Foundation Stage (EYFS) framework. Adults help these young children to settle in quickly by providing a high level of individual support and reassurance. The strength of the provision is reflected in the mutually trusting and close relationships that had been established in this first term. Parents are very pleased with the school and inspectors agree that children feel safe and happy. A very small proportion of children have EAL and, when they join the Nursery and Reception classes, the development of their language and communication skills is given priority. The school makes good use of outside expertise such as the speech and language therapist to ensure that children with LDD receive effective support.

The EYFS curriculum has been adapted carefully to meet their needs. Adults encourage children's speaking and listening and interaction with each other by planning a wide range of practical activities, for example making hedgehogs out of bread, role playing in the social play area and encouraging children to investigate new textures by playing with smooth, sticky textures such as glue or pebbly playdough. There is a good range of activities directed by adults as well as those initiated by the children themselves. Children collaborate successfully in these activities and show their maturity in their ability to share and take turns. Although the school is organised on five levels it has worked hard to develop outdoor learning and has ensured regular access to a range of developing outdoor activities by creative timetabling. The school's good systems for assessing children's skills on entry help it to pinpoint their relative strengths and development areas, and ensures that activities are tailored to meet their needs. These good systems are used to monitor children's progress providing useful information which helps teachers to plan a good curriculum. As a result, children make good overall progress in relation to their starting points. The current coordinator of the EYFS is the headteacher. Her good leadership and management of the EYFS as well as her exceptional knowledge of the children individually, ensure just the right level of support not only for children but also for staff and parents.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

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:

- the improvement of good teaching to outstanding teaching through greater clarity in teachers' weekly plans in order to inform their future planning and to ensure that the purpose of activities is clear to children in terms of the reasons for the learning intended.
- the establishment of a rolling programme of staff development so that all staff have the opportunity to keep abreast of changes in child protection guidance and fire safety training.

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	Broadhurst School		
DCSF number	202/6384		
Unique reference number	100081		
Type of school	Pre-preparatory school		
Status	Independent		
Date school opened	1958		
Age range of pupils	2½-5 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 39	Girls: 31	Total: 70
Number on roll (part-time pupils)	Boys: 31	Girls: 24	Total: 55
Annual fees (day pupils)	£7,500 - £12,600		
Address of school	19 Greencroft Gardens London NW6 3LP		
Telephone number	020 7328 4280		
Fax number	020 7328 9370		
Email address	office@broadhurstschool.com		
Headteacher	Deirdre Berkery		
Proprietor	Deirdre Berkery Brian Berkery		
Reporting inspector	Wendy Forbes		
Date of inspection	26 November 2008		