

# Broomfield House School

Independent school inspection report

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Unique Reference Number (URN)	102938
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Reporting inspector	Daniel Towl HMI

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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<sup>1</sup>, as amended by schedule 8 of the Education Act 2005<sup>2</sup>, the purpose of which is 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 which focused 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

Broomfield House is a co-educational preparatory day school near Kew Gardens in the Borough of Richmond. It was founded in 1876. It was bought by the York family in 1969 and in 2002 it was taken over by the current headteacher Mr Norton York, who is also the owner. The school is registered for pupils from three to 11 years of age. There are 160 pupils on roll of which 16 are part time. There are 30 children who receive Nursery funding. There are 40 children in the Early Years Foundation Stage. The school's aim is, 'to provide a sound based education enabling boys and girls to transfer smoothly to secondary school'. The school was last inspected in June 2007.

## Evaluation of the school

The school provides an outstanding quality of education for its pupils and is very successful in meeting its aims. It has maintained its high quality provision since the last inspection and meets all the regulations for independent schools. An outstanding curriculum, the positive attitudes of pupils and good teaching overall ensure that pupils make excellent progress in key skills and in their personal development. By the time they leave in Year 6 pupils have achieved high standards and have developed into confident young people. The very large majority of parents are supportive of the school. The school meets all the requirements for safeguarding pupils and the overall provision for welfare, health and safety is outstanding. The overall effectiveness of the Early Years Foundation Stage is good.

## Quality of education

The overall quality of education is outstanding. The curriculum is outstanding. It is well planned and there is a good balance of academic and creative study which includes art, music and drama. There is a strong emphasis on teaching basic skills.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

Children in the Early Years Foundation Stage make a good start with their language and literacy, especially reading. This good progress continues in Key Stage 1. By the time they leave in Year 6 pupils have made outstanding progress, which accelerates in the last three years of Key Stage 2 in preparation for the examinations they are due to take. In the most recent examinations, for secondary school places, all pupils were successful and a good number gained scholarships.

The oldest pupils write expressively and at length and generally all pupils have the chance to write for a variety of purposes, for example, producing brochures in geography and descriptions of science investigations. However, not all pupils are careful enough with their spelling. The school has introduced a phonics programme which is having a positive impact on developing early literacy skills. Art, music and drama make a significant contribution to pupils' learning enabling them to successfully develop not only creative skills but also their personal attributes such as self-confidence. Pupils reach high levels of attainment in mathematics. They achieved well in the online 'world class' tests. The science curriculum has been enhanced through links with Kew Gardens and staff development with the Institute of Science Education. Aspects of personal, social and health education are taught in discrete lessons and through science, while other topics are discussed in assemblies. Pupils' good progress in art is evident all around the school. Pupils in Year 4 had made outstanding reclining figures in clay. The development of drawing skills successfully supports subjects such as science where pupils create good, labelled diagrams and sketches. Recently, Year 6 pupils started to learn Latin which they enjoy. One pupil spontaneously responded in Latin to a question during an English lesson while they were using an information text previously used in a Latin lesson. The school has identified a number of pupils who have special educational needs and/or disabilities. Overall support for these pupils is good and they make good and sometimes outstanding progress.

The curriculum is enriched with a wide variety of clubs which are well attended. There are also visits to places of interest, for example to Lille for Year 4 pupils to practise their French, and longer residential visits which successfully support pupils' personal development.

The quality of teaching and assessment is good overall. Teachers are well prepared and have good subject knowledge. Teaching in the Early Years Foundation Stage is good overall but variable in quality. Teaching does not always make the best of the facilities available to extend learning using outdoor experiences. Teaching is stronger in the older age groups in Key Stage 2, leading to high levels of attainment by the time pupils are taking examinations in Year 6. In the most effective lessons tasks are more purposeful and the whole lesson is used productively with a good balance of teacher talk and pupil activity. Relationships in lessons are mostly outstanding and this leads to pupils having good and sometimes outstanding attitudes to their learning. Where tasks are engaging pupils willingly persevere to complete them. Teachers' questioning is a common strength in all lessons but in the best lessons it

was an outstanding element because the questions required thoughtful answers and teachers built on these to develop learning even more. Regular standardised tests provide good ongoing information about the year-on-year attainment of pupils. Since the last inspection the school has further developed its procedures for setting learning targets for individual pupils. Pupils and parents know about their targets. There are examples of outstanding detailed marking of pupils' work but this is not yet embedded across the school.

There are missed opportunities in some lessons to use a wider range of purposeful tasks that could provide more challenge to groups of pupils of different abilities and allow more opportunities to respond with greater levels of independence. In the Early Years Foundation Stage the school has not yet established the most effective use of the outdoor area to support and give added breadth to pupils' learning on a day-to-day basis.

## Spiritual, moral, social and cultural development of the pupils

Spiritual, moral, social and cultural development is outstanding overall. In the Early Years Foundation Stage good relationships contribute to children's good personal development. Levels of attendance are high and the vast majority of pupils responded in the Ofsted questionnaires that they enjoy school. The school is a very sociable community. Pupils get on very well with each other. Behaviour is good. Spiritual development is successfully promoted in assemblies and through the curriculum. Pupils develop self-esteem and pride in their work by producing high quality pieces in art, music and drama and by participating in sports teams and drama productions. From an early age pupils show confidence in answering questions and putting forward their views. The orderly nature of the school demonstrates the pupils' very good understanding of the expectations made of them regarding moral and social behaviour. Pupils' social skills, their ability to cooperate and their high achievements in key skills in English and mathematics very effectively support their future economic well-being. Pupils have excellent awareness of their roles as citizens. Visits to Parliament and their continued involvement in the Richmond Borough Junior Citizen programme support their wider understanding and knowledge of national institutions. Pupils in Year 6 listened attentively and gave excellent responses to tasks and questions when a local magistrate came to talk to them. They gain a good understanding of other cultures through the celebration of festivals from different faiths and studies in geography; for example, Year 4 studied a cultural poem from India and then wrote poems related to their own culture following a similar style. There are no specific links with other cultural groups in the wider community.

Pupils successfully contribute to the life of the school by taking on jobs and responsibilities and some older pupils can become house captains. In the wider community the school also supports a number of local and national charities and pupils make visits to outside groups, for example to meet the elderly. Pupils regularly take part in local sports events, music and arts festivals.

The returned Ofsted questionnaires from pupils showed that they would like more consideration taken of their views and a few parents and pupils felt that some decisions taken were not always equitable for all pupils. The school has a clear procedure for parents to express their concerns and ideas.

## Safeguarding pupils' welfare, health and safety

Procedures for safeguarding pupils' welfare, health and safety, including in the Early Years Foundation Stage, are outstanding. Pupils and parents are clear that they feel it is a safe environment. All requirements are met. Staff have received appropriate training in areas such as child protection, fire safety and first aid. Risk assessments are thorough. Procedures for appointing and checking staff are excellent. The school has fulfilled its obligations to compile a single central register to show that all the required checks of suitability to work with children have been undertaken. The school has a plan that meets the requirements of the Disability Discrimination Act.

Pupils have a good understanding of maintaining healthy lifestyles. They have many opportunities to take part in regular exercise and care is taken to produce healthy meals in the school kitchen. In science pupils study topics about dental health and the risks of smoking. The school also organises annual health checks for pupils from Year 1 onwards.

## Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children enter the Nursery with skills and capabilities in line with those expected for their age with strengths in personal, social and emotional development. By the end of the Early Years Foundation Stage, the good provision means they make good progress overall. Their best achievement is in reading.

Their enjoyment is well reflected in their good behaviour and positive attitudes towards learning. They listen attentively and respond appropriately to questions and requests. Children are considerate to each other and get on well with one another. Relationships are respectful and this contributes well to children's good personal development and well-being. Consequently, children feel safe and secure and can approach a member of staff for help when they need it. They also show good understanding of dangers and how to keep themselves safe, for example during their trip to Polka Theatre. Personal hygiene is well promoted to prevent the spread of infection.

The leadership and management of the Early Years Foundation Stage are good. Staff provide a welcoming learning environment where staff and children work together in harmony. Children's behaviour is managed well. The staff make observations of children and plan activities, which generally interest and engage children in their

learning. However, there are some missed opportunities to minimise the amount of children's sitting and listening and to make more effective use of the outdoor area to support and extend children's day-to-day learning across the required areas of the curriculum.

Staff work well with each other and show sensitivity to the children's needs. There are effective partnerships with parents and agencies ensuring the appropriate support for the children. Robust steps are taken to safeguard children in school.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2010

## 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:

- Use a wider range of activities in lessons to effectively challenge pupils of all levels of ability and encourage a more independent response from pupils.
- Develop a more effective use of facilities in the Early Years Foundation Stage to provide more creative learning opportunities including children's 'free flow' use of the outdoor area.

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 good are the outcomes for children in the EYFS?		✓		
What is the quality of provision in the EYFS?		✓		
How effectively is the EYFS led and managed?		✓		
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		✓		



## School details

Name of school	Broomfield House School		
DCSF number	318/6050		
Unique Reference Number (URN)	102938		
Type of school	Primary preparatory		
Status	Independent		
Date school opened	1876		
Age range of pupils	3–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 67	Girls: 77	Total: 144
Number on roll (part-time pupils)	Boys: 7	Girls: 9	Total: 16
Annual fees (day pupils)	£9,735		
Address of school	10 Broomfield Road Kew Gardens Richmond Surrey TW9 3HS		
Telephone number	020 8940 3884		
Fax number	020 8332 6485		
Email address	office@broomfieldhouse.com		
Headteacher	Mr Norton York		
Proprietor	Mr Norton York		
Reporting inspector	Mr Daniel Towl HMI		
Dates of inspection	18 March 2010		