



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Broadhurst School**

**October 2022**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
<b>3. Educational Quality Inspection</b>		<b>8</b>
Preface		8
Key findings		8
Recommendation		8
The quality of the children's academic and other achievements		9
The quality of the children's personal development		10
<b>4. Inspection Evidence</b>		<b>13</b>

### School's Details

---

<b>School</b>	Broadhurst School
<b>DfE number</b>	202/6384
<b>Address</b>	Broadhurst School 19 Greencroft Gardens London NW6 3LP
<b>Telephone number</b>	020 7328 4280
<b>Email address</b>	office@broadhurstschool.com
<b>Headmistress</b>	Mrs Zoe Sylvester
<b>Proprietor</b>	Mr Brian Berkery
<b>Age range</b>	2 to 5
<b>Number of pupils on roll</b>	119
<b>Inspection dates</b>	4 to 6 October 2022

---

## 1. Background Information

### About the school

- 1.1 Broadhurst school is a proprietorial co-educational day nursery and pre-preparatory school. It is situated in a residential area of north west London between Hampstead, West Hampstead and Swiss Cottage. The school was founded in 1958 by Mrs Mary Berkery, whose son is the current proprietor. Since the previous inspection the school has restructured and now comprises eight pre-Nursery classes for children aged 2 to 3 and three Nursery classes for children aged 3 to 5. All classes are within the Early Years Foundation Stage.

### What the school seeks to do

- 1.2 The school's aim is to provide a happy, caring and secure environment in which every child can develop individually and is motivated and challenged to reach their full potential. It seeks to provide stimulating and exciting experiences that inspire enquiring minds and independent discovery. The objective is to spark children's curiosity and for children to be motivated and active learners.

### About the pupils

- 1.3 Children come from a diverse range of cultural, religious and linguistic backgrounds, mostly living within a five-mile radius of the school. The school's own assessment indicates that the ability of the children on entry is within the expected stage of development for their age. The school has identified five children as having special educational needs and/or disabilities (SEND), which include speech and language needs. Some of these children receive additional specialist help from external agencies. English is an additional language (EAL) for 25 children, whose needs are supported by their classroom teachers and through one-to-one sessions. The school's 'one-to-one' programme provides additional challenge for children identified by the school as more able.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.18 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-Nursery	Nursery
Nursery	Nursery and Reception

#### Key findings

3.1 The quality of the children's academic and other achievements is excellent.

- Children make excellent progress in relation to their starting points during their time at the school.
- Children display outstanding levels of communication; and they are highly articulate for their age.
- Children are extremely enthusiastic about learning and show heightened levels of independence for their ages.
- Children's mathematical skills are excellent; they acquire a solid understanding of number.

3.2 The quality of the children's personal development is excellent.

- Children are extremely self-confident and resilient, approaching their learning with enthusiasm.
- Children have an excellent understanding of right from wrong, they are well behaved and treat each other with respect and kindness.
- Children demonstrate excellent social skills for their age with high levels of respect and consideration for others.
- Children are wholly accepting of all members of the school community and enjoy celebrating each other's backgrounds and cultures.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Foster an early interest in a variety of sports and the arts by broadening older children's exposure to a wider range of extra-curricular activities.

## The quality of the children's academic and other achievements

- 3.4 The quality of the children's academic and other achievements is excellent.
- 3.5 Children make excellent progress in relation to their starting points. This progress, consistent across the age and ability range, is due partly to use of the new tracking system that leaders have put in place. This allows teachers to analyse each child's progress over time, and to plan according to their needs. Children's progress demonstrates that the school's aim to ensure that every child can develop individually is successfully met. Children respond well to being motivated and challenged to reach their full potential. Children are able to learn at their own pace because of a focus on one-to-one teaching and learning. Pupils with SEND and/or EAL thrive because they are given suitable time and support. Similarly, those who show an interest and good ability in a specific area of the curriculum benefit from being encouraged to extend their skills. This fulfils the recommendations made in the previous full inspection report. Most children meet the expected levels of development by the time they leave the school. As a result, children are very well prepared for the next stage of their education. Children have been enabled to progress to destination schools with high entry expectations over the last five years.
- 3.6 Children display extremely high levels of competence in communication, and they rapidly acquire a broad vocabulary for their age. This is helped by the fact that staff speak to the children frequently using elevated language. Children respond well to being gently questioned about a wide range of topics, which helps them extend their communication skills rapidly. For example, pre-Nursery children conversed confidently with their teacher whilst building towers using bricks. They can follow simple instructions that have two parts and are starting to develop pretend play, sometimes joining in with other children in their game. They eagerly join in some of the words of nursery rhymes and enjoy sharing books with adults. Older children demonstrate a curiosity about language, for example asking staff how to structure a sentence correctly. Nursery children enjoy listening to longer stories and can recall much of what has happened. They also understand instructions with multiple tasks, which is excellent for their age. They have a large repertoire of songs and rhymes. Children can recognise words with the same initial sounds. They are developing their pencil grip successfully through direct practice and through a range of activities that promote hand-eye co-ordination and fine motor skills. Similarly, pre-Nursery children demonstrate excellent skills.
- 3.7 Children's attitudes towards their learning are outstanding. They are developing independence beyond that expected for their age and are curious when faced with new activities. This is because staff grasp opportunities to enrich children's learning, asking thought-provoking questions and encouraging children to solve problems independently. As a result, from the very youngest age upwards, children take the initiative when shaping their own learning. For example, by choosing and sustaining interest in their chosen table time independent activities. Children are focused, interested and keen to improve their skills and, as a result, make excellent progress. Children work appropriately alongside others and nursery children are beginning to work collaboratively with each other. These children show growing leadership skills, such as by organising their class and reminding others of what to do and say in their learning.
- 3.8 Children have an excellent knowledge of number, as evidenced when they joined in with songs, rhymes and practical activities. Children acquire a firm base of knowledge of number on which to build because learning is made relevant and is reinforced in one-on-one sessions with staff. Pre-Nursery children show excellent counting skills for their age and are beginning to count objects with confidence. The more able can name two-dimensional shapes reliably and tell the difference between a square and a rectangle. Children regularly use their counting skills whilst undertaking free play, or when playing outside in the garden, showing that they can transfer their skills with much success. Nursery children ably continued a coloured pattern and showed a good knowledge of common two-dimensional shapes, discussing 'sides' and 'corners' with ease. They could spot missing numbers in a game focused on counting to ten and found this amusing, encouraged by staff who make learning fun.

Children showed they were adept at moving objects to the space directed by positional language and have a growing awareness of larger numbers.

- 3.9 Children develop a strong knowledge across the areas of learning due to the carefully planned curriculum and a highly effective teaching approach that is shaped by children's interests and individual needs. Across the school children are keen to learn and they show a secure understanding of what has been introduced to them. For example, pre-Nursery children quickly picked up on new subject vocabulary in a science activity, fully engaging in the group discussion. Others used tongs effectively to move coloured spaghetti from a tray to a bowl. Nursery children explained what they had learnt and the classroom activities they had undertaken with high levels of confidence. For example, they recounted voting for their favourite book, and the context of their imaginative play whilst using small toys.
- 3.10 Children investigate and hypothesise confidently. They relish the opportunity to experiment in science sessions. Pre-Nursery children tested out whether an object would float or sink with enthusiasm. Nursery children used their senses to identify different tastes, smells and feelings of herbs and fruit perceptively, making comments such as 'I like lemons, they are sweet and sour'. Older children showed good skills in analysing information and applying it to different situations. They listened carefully to part of a story and then hypothesised what might happen next. Some are starting to make inferences about how a character may be feeling. Across the age range, children have an excellent attitude toward independent problem solving and persevere when undertaking self-chosen activities. Parents who responded to the pre-inspection questionnaire all agreed that the school equips their child with the team working collaborative and research skills they need in later life. Inspection evidence supports this view.
- 3.11 Children embrace technology well when provided with the opportunity to use it across different areas of learning. For example, Nursery children used remote controls competently or moved cars that they had built out of bricks. In doing so they showed developing awareness and understanding of sequencing, logic and directional language such as forwards and backwards. Across the age range children respond well when their role play is enriched with technology. This helps them develop a firmer grasp of real-life experiences. They respond well by showing creativity, such as in pretending to visit the hairdresser or check in at airports.
- 3.12 Children participate well in the wider curriculum, for example through creative movement and joining in action songs. They develop associated skills successfully. A small minority of parents who responded to the questionnaire disagreed that the school provides a suitable range of extra-curricular activities. Inspectors found that children develop their early experiences and skills more slowly in a wider range of interests because there is limited provision of extra-curricular activities throughout the year. Older children benefit from the opportunity to participate in a weekly club run by staff later in the school year with a focus on areas such as mini-explorers, scientists, bakers, and artists.

### **The quality of the children's personal development**

- 3.13 The quality of the children's personal development is excellent.
- 3.14 Children develop a secure self-understanding during their time at the school. They grow in self-knowledge and confidence during their first weeks in the school. Children are confident in articulating what they can and cannot do and seek assistance as needed. Children show high levels of persistence when tackling their table-time activities and persevere independently. They are active learners and are eager to join in activities, for example action songs. These traits are developed successfully because of the effective balance of support children receive, such as when staff reinforced children's knowledge of prepositions. Such support is provided alongside opportunities to work independently. Children analyse their own mood effectively when asked and know how to seek reassurance when upset. Parents who responded to the inspection questionnaire all agreed that the school helps their

child to be confident and independent. Inspection evidence supports this view. This represents a successful fulfilment of the schools' aim to inspire enquiring minds and independent discovery.

- 3.15 Children demonstrate excellent behavioural understanding for their age. They are careful with resources and understand and follow instructions. Children demonstrate a growing understanding of the behavioural expectations with the school. Older children are aware of the class and school rules and they follow them well, showing incipient moral development. Children treat others with respect and are well behaved. They are polite to one another as well as to staff and appreciate that their decisions have an impact on others. These skills are nurtured because staff spend time discussing kindness with the children. They explain clearly to children how their actions impact on the wellbeing of others and themselves.
- 3.16 Children demonstrate outstanding social skills for their ages. This is particularly notable when they are playing outside, where they share equipment and worked together harmoniously in a relatively small space. In the classrooms, they work alongside each other successfully. Nursery children were extremely excited to show their group painting of a mouse that they had completed earlier. Mostly, children demonstrate a sophisticated level of turn-taking and patience. Pre-Nursery children showed an excellent ability to follow instructions when playing quickly, slowly, loudly or quietly on untuned percussion instruments as directed in a group. Across the school there is a calm air, and children settle quickly. The proprietor has facilitated leaders' vision to refurbish rooms in neutral colour schemes with the aim of encouraging such an atmosphere as well as by introducing greater natural resources into the environment.
- 3.17 Children are extremely accepting of all members of the school community, showing an inquisitive yet respectful interest in those whose cultures and backgrounds are different to their own. They develop a growing understanding of the diverse world in which they live through targeted stories, and visits from parents. Staff discuss diversity with the children and help them celebrate their differences. Nursery children spoke very warmly about their friendships with each other and were happy to play and share together without any distinctions being made.
- 3.18 Children demonstrated excellent levels of responsibility and show a growing understanding of how to contribute to the lives of others. They keep the classroom and resources tidy and are excellent at passing and sharing resources in circle time. Children enjoy and gain from the opportunities to undertake leadership and responsibilities which some classes provide on a daily basis. They cherish their school environment and value the adults who help them. Children are beginning to learn effectively about the contribution that they can make to the wider society. They respond well to events such as charity days. These provide the children with opportunities to dress up and bring coins to help them understand the concept of making a charitable donation.
- 3.19 Children are competent decision makers, due in part to the fact that staff present opportunities for them to make choices in their learning from the moment they join the school. For example, children select activities for themselves successfully from a wide range of options. Children ably make other choices, such as deciding which song the class will sing next. They confidently navigate the indoor and outdoor learning environments, choosing activities and resources independently. Children are also seen to make sensible choices regarding their behaviour when staff explain the right thing to do.
- 3.20 Children exhibit a clear, age-appropriate understanding of how to keep safe and healthy. They are beginning to understand healthy food choices through planned activities as well as through incidental chats during snack and lunch times. They demonstrate an excellent understanding of the importance of personal hygiene. They wash their hands independently and ably practise cleaning their teeth by using model teeth, toothbrushes and toothpaste. Children were seen to understand the importance of the strict rules about safety on the stairs and adhere to these well. They engage enthusiastically in physical activity, whether outside in the garden during free play sessions or whilst participating in structured physical education lessons or indoor movement sessions. Their enjoyment of healthy

activity is fostered by staff who take advantage of small moments to engage the children in music and movement and yoga sessions. Children are familiar with these routines and respond well to them.

- 3.21 Children are beginning to acquire a good appreciation of the spiritual aspects of life. This is because staff seize learning opportunities when they arise to expand children's understanding. For example, children learn about different religions and festivals when they occur throughout the year. Children often share their own experiences of such events outside school with others. Children demonstrate high levels of curiosity about the aspects of the natural world they encounter in the school garden. Nursery children reflected perceptively on how pinecones closed when soaked in water. This led to further investigation, fruitful discussion and great excitement. Children's experiences are enhanced through first-hand experiences, such as watching chicks hatch. Older children excitedly recounted this experience that took place during their first year at school. Children engage wholeheartedly in art and music activities in the curriculum, which further help foster their appreciation of the non-material aspects of life.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents and staff to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Miss Jacqueline Scotney	Reporting inspector
Mrs Dianne Durrant	Compliance team inspector (Former deputy head, SofH school)
Mrs Carolyn Moss	Team inspector (Headteacher, ISA school)