

Broadhurst School

19 Greencroft Gardens, London, NW6 3LP

Inspection dates

20–22 May 2014

Overall effectiveness

Good

2

Achievement of pupils

Good

2

Quality of teaching

Good

2

Behaviour and safety of pupils

Good

2

Leadership and management

Good

2

Summary of key findings

This is a good school.

- Children make good progress in English and mathematics throughout the school. They are well prepared for Key Stage 1.
- Teaching is good and some is outstanding. Teachers offer a range of activities and have good subject knowledge. They use adult support effectively. This enables children to make good progress in their learning.
- Children's behaviour and safety are good. The school deploys a high number of staff in each year group to ensure all children are safe and well cared for.
- Literacy is well embedded across the school and supported well by the senior managers. As a result, children make good progress in speaking, listening, reading and writing.
- The headteacher, senior managers and the proprietor have high expectations of the staff and children. The headteacher has good knowledge of the school. As a result of good checks on staff, achievement, teaching, behaviour and safety are good.

It is not yet an outstanding school because

- There is not sufficient outstanding teaching in the school. Occasionally, teachers do not make good enough use of information on what children know and can do to ensure work is suitable for children's needs.
- Teachers mark children's work but do not consistently provide feedback on how children can improve further.
- Leaders and managers do not make full use of information from checks on children's progress to improve their development further.
- The school's review of how well it is doing and plans for improvement do not always include specific activities.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with one day's notice. The inspectors observed 15 part lessons taught by seven teachers.
- Inspectors looked at children's work and held meetings with the headteacher, senior leaders, staff and proprietors.
- Inspectors scrutinised a range of the school's documentation, including subject planning, policies, procedures and assessment records. Inspectors also examined children's work and listened to them reading.
- Parents' and carers' views were obtained from Ofsted's online questionnaire, Parent View, and through personal meetings with the parents and carers. Additional information was gathered through staff questionnaires and discussions with the children.

Inspection team

Lubna Aziz, Lead inspector

Additional Inspector

Jo Curd

Additional Inspector

Full report

Information about this school

- Broadhurst School is an independent, non-selective day school for children aged from two and half to five years of age. The school is located in a five-storey Victorian building in South Hampstead in the London Borough of Camden. It was set up in 1958.
- The school is registered for up to 129 children. Currently, there are 127 children on roll, 59 of whom attend part time. There are no children with a statement of special educational needs. The proportion of children who are learning English as an additional language is below national average. The school provides two children with extra support to meet their individual needs.
- Children are mainly from the White British, Indian and other minority ethnic groups. The majority of the children live locally.
- 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.
- The school had its last full inspection in June 2005 and a 'light-touch' inspection in November 2008.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding to speed up children's progress by:
 - ensuring teachers always make use of information on what children know and can do to plan work which is suited to meet all children's needs
 - making sure all teachers provide more regular feedback to children on how to improve further in their learning.
- Further improve the quality of leadership and management by:
 - making better checks on children's progress and using the information gathered to speed up their development
 - ensuring the school's review of how well it is doing and plans for improvement include specific actions to bring about the desired improvements.

Inspection judgements

Achievement of pupils

Good

- Children enter the school with skills and abilities that are above the levels typically expected for their age in most areas of learning, particularly in reading, writing and mathematics. The setting deploys a high number of teaching assistants who support children effectively to ensure they develop strong skills in all these areas.
- By the time children leave Reception, they make good progress in all areas of learning including English, mathematics and personal, social and emotional development. This is because of good teaching and the strong curriculum followed by the school. The school is effective in ensuring that all have an equal opportunity to succeed.
- Children's work shows that they make good progress from their different starting points. Most children reach a good level of development by the end of the Early Years Foundation Stage.
- Children are confident in their speaking and listening skills. They learn sounds that letters make (phonics) effectively. In a pre-Nursery class, adults supported each child according to their ability to learn the sounds of letters and make three-letter words using their sounds. Children are keen to read and enjoy listening to stories. They fetch their own books and are able to tell the stories in their own words. As a result, they are well prepared for the next stage of their education.
- Children have good writing skills and are able to write their own names from a very early age. They learn number skills through singing rhymes such as *Five Little Ducks* and role play. The majority of the children are able to attend primary schools of their choice.
- Children who receive specialist support make good progress because well-trained adults meet their particular needs. The school works well with outside agencies, such as speech therapists, to meet any child's special educational needs.
- More-able children as well as those who are White British, Indian and those from other ethnic backgrounds make equally good progress. This is because all children receive individual attention in school.
- Achievement is not outstanding because occasionally activities are too easy or hard for a few children. This occurs when teachers do not make good use of information on what children know and can do when planning learning activities.

Quality of teaching

Good

- Teaching is mostly good and some is outstanding. Teachers have good subject knowledge and offer a wide range of activities to enable children to develop their reading, writing, mathematics and other skills throughout the school. They use teaching assistants effectively to ensure children's learning proceeds at a fast rate.
- Teachers and teaching assistants provide good models which help to develop children's language skills from the early stages of their development. They demonstrate good speaking and listening skills to children such as when talking to them during play and story time.
- Teachers apply good questioning skills and provide well-directed support to enhance children's knowledge through various activities including those for the most and least able. Activities such as breeding and hatching of chicks in school enhance children's learning of the topic on 'growing up'. As a result, most children make good progress in their learning and achieve well over time.
- Children learn effectively when teachers have very high expectations and capture children's interest. For example, in one session children rehearsed for a concert and acted out as 'nutty professors', investigating mini-beasts, using magnifying glasses and singing. Consequently, they gained a high level of confidence through carrying out these activities.
- Children make good use of the available resources. In a Nursery class, children got on well when choosing their own activities, such as experimenting with cold jelly and modern technology. Children use the outdoor play area effectively for physical and creative activities such as painting

the wall, using sand to make sand castles and riding tricycles. Children take pleasure in these activities and learn to lead a healthy lifestyle.

- Children develop their literacy skills across all year groups. As a result, children make good progress in their reading, writing and speaking skills. They speak confidently and have high self-esteem.
- Occasionally, teachers do not make use of information on how well some children are doing to ensure the work is suited to meet their needs and this slows progress. Although teachers assess children's work regularly, they do not always provide helpful feedback to inform them how to improve further in their learning.

Behaviour and safety of pupils

Good

- Children's behaviour is good in classes and around the school. They are polite and respectful. The school has ensured there is a high adult-to-child ratio in all year groups throughout the setting. The school fully implements all the required safeguarding policies and procedures. Many staff members are trained in paediatric first aid. As a result, children feel safe and secure in school.
- Children show a good attitude to learning and work well on their own and with classmates. They listen to their teacher's instructions and enjoy taking part in different activities. This ensures effective learning. Occasionally, a few children are not fully engaged in learning because activities are too easy or hard to engage them.
- Parents, carers, staff and children confirm they are highly satisfied with the school. Children like coming to the school; as one commented, 'I like coming to school as it is fun and I meet my friends.'
- They confidently speak to visitors and are able to express themselves well. Children's attendance is good and they are punctual to school.
- Children say they are happy and safe in school; as one expressed it, 'Our teachers keep us safe in school.' There are no instances of bullying as staff provide a high level of care. Staff deal with any low-level behavioural issues swiftly and support children so that they behave well towards their peers.
- Children learn about different cultures and religions through listening to stories such as one about a Black Christian family. Parents and carers come into school to talk to children about festivals such as Christmas and Diwali. As a result, they appreciate the value of tolerance and the need to respect different cultures, communities and faiths.
- The school encourages children to take on responsibilities such as snack time monitors. They learn about various British institutions when visitors from the National Health Service such as a doctor and dentist visited the school. Children also visited a fire station and a farm.
- Children learn about healthy eating. Adults are good role models and they ensure children are encouraged to eat healthy food.

Leadership and management

Good

- The leadership and management of the school are good. As a result, children's achievement, teaching, behaviour and safety are all good.
- The headteacher, the senior leaders and proprietors communicate high expectations to staff and children. The headteacher is a good role model and has a good understanding of the work of the school. She has effective procedures in place to make checks on staff and sets appropriate targets for all teachers. As a result, teaching is at least good. The school provides good training opportunities for the staff.
- The school regularly checks on the progress of all children. However, leaders do not make full and effective use of the information gathered from these checks to further improve children's development. The school's review of how well it is doing and plans for improvement do not

include very specific actions to bring about the desired improvements.

- Senior leaders provide good support to develop children's literacy skills throughout the school. As a result, children's progress in speaking, listening, reading and writing is good.
- Middle leaders, such as the special educational needs coordinator, know all children well. They ensure children's academic and other needs are met. As a result, children learn more quickly.
- The school ensures children are happy, take part in activities and learn well. Subject planning is good and covers all the required areas of learning for the Early Years Foundation Stage.
- The school supports children's spiritual, moral, social and cultural development well. Children visit places of interest, such as The National Gallery to see Picasso's art work. Children's behaviour is good and they feel safe in school. They learn to think about right and wrong through taking part in various activities such as sharing resources.
- The school has a strong partnership with parents and carers. They volunteer to come to school to broaden children's knowledge of different communities and religions. The school arranges training sessions for parents and carers on how to provide additional support to their children, for example in learning phonics.
- The school has devised good policies and procedures to ensure the welfare, health and safety of its children. All health and safety risk assessments are carried out including for fire safety.
- The proprietors are integrated into the school's life and make a strong contribution to the quality of education in the school. They know how well the school is performing against the school's aims and pay close attention to information about children's progress. They challenge the headteacher and hold her to account for how well the school is doing. They manage financial resources efficiently. The proprietors are well informed about the quality of teaching and know that the system for staff checks and setting targets for them is suitably rigorous. The proprietors ensure safeguarding arrangements and the statutory requirements of the Early Years Foundation Stage are met in full.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate
<p>Detailed grade characteristics can be viewed in the <i>Non-association independent school inspection handbook</i> which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.</p>	

School details

Unique reference number	100081
Inspection number	443483
DfE registration number	202/6384
Type of school	Nursery day school
School status	Independent school
Age range of pupils	2½–5 years
Gender of pupils	Mixed
Number of pupils on the school roll	127
Number of part time pupils	59
Proprietor	Deirdre Berkery, Brian Berkery
Headteacher	Alison Fisher
Date of previous school inspection	November 2008
Annual fees (day pupils)	£9,090 part time, £15,210 full time
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