

Broadhurst School

Foreword from the Proprietor

Dear Families,

First and foremost, I am delighted that the inspection recognises the many strengths of Broadhurst School and the exceptional quality of education and care your children receive each day.

Educational and Safeguarding Standards

The report highlights that:

- Leaders have a “clear strategic vision” and display a “commitment to continuous improvement”
- Children make “good progress across the curriculum” and often achieve “beyond national age-related expectations”
- Teaching is robustly monitored and carefully planned, ensuring consistency and high-quality delivery
- The safeguarding culture is strong, with “robust arrangements” in place and a “culture of vigilance across the school”
- All Standards relating to the **quality of education, pupils’ social and economic education, and safeguarding** are met

The inspectors also recognised the warm, nurturing environment in which children develop independence, confidence, and self-esteem, alongside a language-rich curriculum and strong academic challenge. These findings are a testament to the outstanding leadership of our Headteacher and her team.

Clarification of Fire Safety Standards

The report also states that one regulatory standard relating to fire safety was not met at the time of the inspection. This was because some recommended improvements identified within an otherwise satisfactory Fire Risk Assessment had not yet been completed while building works across the school estate were still underway.

I would like to reassure families that the Fire Risk Assessment itself confirmed that the school’s fire safety arrangements were satisfactory. All required risk assessments and safety procedures were in place throughout, and at no point was the safety of pupils or staff compromised.

The recommended works have now been completed, and the school continues to operate in accordance with current fire safety legislation and regulatory requirements.

Clarification of Leadership and Management Standard

Under the ISI inspection framework, where inspectors judge that a standard is not met, this is reflected within the Leadership and Management section of the report. In this case, that judgement relates specifically to the fire safety matter outlined above. The inspection nevertheless confirms that the quality of teaching, learning, pupil progress, attainment and safeguarding at Broadhurst are effective and strong.

If you have any questions regarding the report, please do not hesitate to contact the school office or the Headteacher. We remain fully committed to providing the highest standards of care and education for all children at Broadhurst.

Yours sincerely,

Mr. B. Berkery
Proprietor.

The following pages contain the official Independent Schools Inspectorate (ISI) inspection report for Broadhurst School. The report is reproduced in full and without alteration.

School inspection report

25 to 27 November 2025

Broadhurst School

19 Greencroft Gardens

London

NW6 3LP

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders have a clear strategic vision for how to improve the school's educational provision. Time is spent on a collegiate self-evaluation process which identifies areas for development. Leaders display a commitment to continuous improvement.
2. However, the proprietor does not ensure that leaders always utilise good knowledge and skills to fulfil their responsibilities effectively. Not all fire safety arrangements are effective. In particular, the school has not carried out necessary actions identified by the fire risk assessment in the required timescale, meaning that not all of the Standards are met.
3. When the inspection commenced, leaders did not publish all previous inspection reports or information about the school's provision for children who speak English as an additional language (EAL). Leaders rectified this during the inspection.
4. Suitable risk assessments are in place. However, staff cannot access these as effectively as possible in order to act upon them.
5. Leaders have taken effective actions to develop the curriculum, which have led to improved outcomes for the children. Children make good progress across the curriculum, responding to challenge and achieving beyond national age-related expectations.
6. Leaders' robust monitoring of teaching and learning ensures that planning is effective and there is consistency in its delivery. Leaders focus on enabling teachers to learn from each other and plan in teams. There is targeted training for staff to ensure that children benefit from engaging in activities that are well thought through and skilfully led.
7. An effective assessment framework, complemented by the depth of the teachers' knowledge of the children's abilities and interests, ensures that teaching is tailored to each child. Staff work closely with children, using skilful questioning and appropriate activities. Staff successfully adapt resources to meet children's needs. Children draw confidence from what they can do and are increasingly self-motivated, able to apply intellectual effort and able to learn for themselves.
8. The language-rich environment of the school supports children's development of communication and language skills. Teachers provide meaningful verbal interactions that develop turn-taking and conversational skills. As a result, children become able to engage confidently in spoken interactions, understanding and applying the conventions of verbal communication.
9. Staff know the children well and, through positive interactions and crafted questioning, they provide a nurturing environment in which children develop independence, self-confidence and self-esteem.
10. The personal, social, health and economic education (PSHE) provision reinforces the children's personal development. Children work and play co-operatively and take turns with others, benefitting from careful modelling and support from staff. The school's aim of promoting care is evident throughout the site, with kindness apparent in children's interactions.

11. The school enables children to develop their sense of what is right and wrong. Behavioural expectations are clear, and children's involvement in making the school rules helps them to understand these expectations. Children are able to articulate what is fair.
12. Health and safety arrangements are effective overall. However, the enforcement of expectations around the storage of cleaning substances is not as effective as possible.
13. Children develop their understanding of democracy and inclusion and the importance of mutual respect through the curriculum and wider school life.
14. The school promotes children's sense of social responsibility through giving them collective responsibility for classroom tidiness and taking care of personal belongings. Children take on positions of responsibility, increasing their awareness of the positive difference this can make to the running of the school.
15. Children are well prepared for their next steps and the world beyond school. Activities are well planned to ensure that children appreciate how their experience is likely to change as they move classes and schools. Comprehensive topics about roles in society help children to have a growing understanding of different jobs.
16. Leaders implement robust safeguarding procedures. The safeguarding team maintains effective partnerships with external agencies. There is a culture of vigilance across the school, with all staff aware of their responsibilities, ensuring that swift and appropriate action is taken whenever a safeguarding concern arises. Children are taught how to keep safe, including online, and informative communication with parents promotes consistency in approach between home and school. Safeguarding is prioritised in recruitment, induction and staff training. The single central record (SCR) of appointments is accurately maintained.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- all actions required by fire risk assessments are carried out within the required timeframes.

Recommended next steps

Leaders should:

- strengthen the enforcement of expectations with regard to the storage of cleaning materials
- increase the accessibility of risk assessments to relevant staff to aid them in the mitigation of potential risks
- ensure that all required information, particularly all previous inspection reports and information about the school's provision for children who speak English as an additional language, is consistently made available to parents.

Section 1: Leadership and management, and governance

17. The proprietor's oversight of the school does not ensure that leaders fulfil all their duties effectively in relation to fire safety arrangements. As a result, the school does not meet all of the Standards.
18. The proprietor attends weekly leadership meetings, spending time with senior staff and supporting them in areas such as finance, marketing and safer recruitment.
19. Leaders and the proprietor carry out collaborative self-evaluation of the school's most successful areas and those for development. The recent focus on improving the school's educational provision has resulted in skilful provision of high academic challenge and effective play-based learning. This is supported by rigorous tracking of children's progress and attainment and the effective use of assessment data to inform provision.
20. Leaders communicate the school's aims and values so that they are understood by children, staff and parents. This ensures that all members of the community are aware of the school's vision.
21. Leaders' decisions are made with the school's aims and ethos and children's wellbeing in mind. Leaders' focus on fostering children's enjoyment in learning, along with their commitment to developing a skilled and well-trained staff, has contributed to children's successful outcomes.
22. Leaders ensure that the school complies with the Equality Act 2010. The accessibility plan has a three-year timetable and is reviewed regularly by leaders. Leaders make reasonable adjustments to the curriculum resources and facilities to ensure that children who have special educational needs and/or disabilities (SEND) are able to access the curriculum and the site.
23. Leaders have an understanding of the importance of risk management. They ensure that risk assessments are in place which identify potential risks and put forward details of how they are to be mitigated. However, not all staff have access to the risk assessments in place and so are not always aware of their content. This can lead to inconsistencies in how effectively risks are mitigated.
24. Leaders maintain well-established and proactive communication with local agencies, such as local safeguarding partners and external specialists in particular types of SEND.
25. There is a clear complaints policy in place which outlines a three-stage process with appropriate timescales and record-keeping arrangements. Leaders implement this policy effectively. Leaders' timely management of concerns as they arise contributes to constructive home-school partnerships.
26. The school typically makes all required information available to parents. Parents receive regular reports about their child's learning and progress. However, at the start of the inspection, not all previous inspection reports or information about provision for children who speak EAL was made available. Leaders rectified this before the end of the inspection.

The extent to which the school meets Standards relating to leadership and management, and governance

27. Standards are not met consistently with respect to fire safety.
28. As a result, Standards relating to governance, leadership and management are not met.

29. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

30. Leaders provide a broad and ambitious early years curriculum that extends beyond national age-related expectations. The curriculum covers all the required areas of learning and takes into account children's stages of development, interests and needs, including those who have SEND. The curriculum is enhanced by subjects such as yoga, music and drama, taught by subject specialists, which broaden the children's experiences. Leaders develop a play-based approach to learning, alongside preparing children appropriately for their next steps. Children make good progress across all curriculum areas and develop critical thinking and creativity.
31. Communication and language development is prioritised throughout the school. Staff provide a language-rich environment, maximising the use of stories, rhymes, song and puppetry. In circle times and other class activities, staff encourage and expect the children to listen attentively. Staff stimulate rich conversations with children and model the accurate use of language. As a result, children use newly introduced ambitious vocabulary with precision, often formulating clear explanations with the use of connectives such as 'because'.
32. Leaders prioritise early phonics, ensuring daily practice from when children join the school. Younger children learn to write their names and read simple words. Older children develop secure letter formation, blend sounds to read simple texts and apply phonics knowledge in purposeful writing. They can create stories with simple plots and describe the characters and the setting. As a result, many children confidently exceed age-related expectations in reading and writing.
33. Leaders ensure that early mathematical concepts are embedded purposefully within play and structured activities. Counting games and number-based play, such as parking toy cars in numbered spaces, promote children's understanding of number and numerical patterns. Younger children learn to visually determine a number of objects without having to count them and can recognise and sequence numbers up to ten. Older children recognise the sequence of numbers up to 20 and are successful at writing number sentences that reflect developing reasoning skills. Children with higher prior attainment are able to use mathematical symbols, numbers and language to solve problems. As a result of consistent reinforcement and clear explanations, children are able to apply their number skills confidently in a range of different contexts.
34. Leaders have high expectations for the quality of teaching and learning. The school has a culture where staff learn from each other and share best practice. Teaching demonstrates good subject knowledge and is responsive to individual children's needs. When required, staff provide children with targeted support or challenge. Children sustain attention for extended periods, apply intellectual effort and show self-motivation in selecting and completing tasks.
35. Leaders implement a robust assessment framework that tracks children's progress from their starting points and informs planning. Teachers identify precise next steps in the children's learning and plan appropriate activities that enable them to make good progress.
36. Leaders have established effective systems for identifying and supporting children who have SEND. Leaders communicate to staff about individual children's needs and the suitable strategies and resources that can be used to support their learning. Teaching is inclusive and well targeted. As a result, children who have SEND make good progress from their starting points.

37. Children who speak EAL benefit from well-planned support that develops their understanding and use of English in meaningful contexts. Home language links, vocabulary-rich activities and targeted individual support, when required, ensure that children who speak EAL can access classroom learning and participate fully.
38. Leaders plan a varied programme of recreational activities and trips. Activities include bilingual music club, drama enrichment, ballet, breakdancing and yoga. Trips and visits include pond dipping, a visit to a local fire station, a visit from a local theatre company and chickens brought in from a local farm. These experiences help children to identify things they are interested in, develop their skills in the areas that they engage with and further develop their understanding of the world.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 39. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

40. Fire safety arrangements are not always effective. In particular, leaders have not ensured that actions required by the fire risk assessment have been carried out within an appropriate timescale.
41. Leaders provide a happy and caring environment in which children are known, supported and valued. Leaders and staff promote a culture of mutual respect. Assemblies and topics celebrating faiths and marking events such as Diwali, Holi, Christmas and Ramadan enable children to articulate their knowledge of different cultures. Children share the languages they speak at home and demonstrate respect for people of different backgrounds.
42. The curriculum helps children to develop spiritual awareness. Children enjoy yoga, which provides opportunities for them to be still and reflect, as well as meditation practice, which develops their ability to regulate and manage their emotions.
43. Leaders provide a secure environment in which each child's confidence grows. Circle times, drama activities, performances and regular dialogue with adults provide opportunities for children to speak out and express themselves. Children are taught about courteous manners and maintaining eye contact. Wide-ranging opportunities for decision-making, such as selecting activities and resources, enable children to develop confidence and independence.
44. A culture of positive affirmation ensures that opportunities are taken to celebrate each child's achievements, such as through the use of stickers and the 'star of the week' award. This helps to develop children's self-esteem as they begin to recognise their achievements and qualities.
45. Leaders provide sufficient, well-trained staff to ensure that children are supervised closely and provided with any support that they need. Appropriate staff-to-child ratios are maintained at all times.
46. Leaders promote high expectations regarding behaviour, and staff model positive interactions at all times. There is an agreed set of class rules, including rules such as 'kind hands', which link to the aims and ethos of the school. There is a well-thought through anti-bullying policy. Issues rarely arise in this area as the staff know the children well, swiftly dealing with minor issues and helping children to resolve any disagreements. The children have a growing understanding of appropriate and inappropriate behaviour, which is reinforced by a positive reward system.
47. Staff deliver a structured PSHE curriculum that includes appropriate relationships education, which develops children's learning about families and healthy relationships. During activities such as well-planned circle times, children learn to express how they are feeling, including through devices such as 'emotion cards'. Such activities help to develop their self-knowledge. Children understand simple ideas about healthy living. They can talk about the importance of oral health, eating healthy food and road safety.
48. Physical education (PE) lessons are timetabled weekly, with a focus on co-ordination, agility, balance and ball skills. Leaders ensure that children have access to a variety of equipment during regular outdoor play sessions, including balance beams, bikes and large chalkboards, which encourage both physical co-ordination and spatial awareness. As a result, children develop their gross-motor skills,

follow instructions well and participate confidently in games. The PE curriculum helps children to understand the importance of being active and the need for warm-ups and cool-downs.

49. Leaders ensure that children are supervised effectively. Adults provide consistent supervision in the garden. Children are supervised when accessing physical and creative activities. Children move confidently between areas and engage in a wide range of purposeful outdoor play. They know to find an adult if they have a worry or feel unwell.
50. The admission and attendance registers are maintained suitably and contain accurate information. Leaders monitor attendance and follow up any absence promptly. The school has appropriate procedures in place to alert the local authority of any concerns about prolonged absences that may arise.
51. Health and safety arrangements are typically effective. Leaders ensure that all required checks and maintenance are carried out, including with regard to fire safety equipment. However, leaders do not always ensure that expectations around the storage of cleaning substances are adhered to as effectively as possible.
52. The school premises and accommodation contain suitable facilities and are well maintained. Leaders focus on creating an environment with calm areas which help children to regulate their emotions. Teachers ensure that classrooms are calm, well-laid out and appropriately resourced, providing a positive learning environment for the children.
53. The first aid policy and procedures are effective, including those relating to the administration of medication. Children receive prompt and competent treatment should they become injured or unwell. When children are eating, a staff member with paediatric first aid training is always present.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

54. Standards are not met consistently with respect to fire safety.
55. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 56. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

57. Leaders have designed a curriculum that provides many opportunities for children to learn about society and the wider world. Topics such as 'festivals' and 'stories from around the world' foster children's interest in other countries and different celebrations and faiths. Respect for others is modelled by staff, and opportunities are provided for children to learn from their peers and from other members of the school community, including parents. Staff utilise the curriculum themes to develop children's learning about respect, inclusion and tolerance.
58. Children develop their financial awareness through developmentally appropriate experiences that relate to real-life situations. By providing role-play areas, such as a bakery with a till and money, leaders offer play-based learning that introduces children to early economic concepts and develops their understanding of the world around them.
59. Leaders promote a culture of kindness and collaboration. Children take part in turn-taking routines, shared activities indoors and outdoors and structured opportunities for teamwork. As a result, children learn to co-operate effectively, offer help to one another and demonstrate a high level of maturity for their age in social interactions.
60. Children are provided with age-appropriate opportunities to learn about and put into practice British values such as respecting others and treating each other fairly. Staff model listening to others carefully and valuing different opinions, which helps children to develop their understanding of the importance of mutual respect. Children understand and can articulate the principle of voting. They vote for which story they would like to listen to, for an activity and for the leader of the day. Their opinions are taken into account when classroom rules are decided upon at the start of the year. Consequently, children understand how they can be involved in making collective choices.
61. The school helps prepare children for life in British society. The curriculum contains topics such as 'people who help us', exploring service roles such as doctors, nurses, firefighters and teachers. Children reflect on possible careers as part of their 'when I grow up, I want to ...' topic. Associated role play helps children to be aware of the roles they could play in society, to share ideas about these and to explore possibilities.
62. Leaders ensure children are well prepared for the transition to the next stage of their education. Children spend time in play sessions in their new class, and comprehensive handovers take place around the end of the school year. Effective links are made with children's next schools. As a result, children are well prepared and confident for the next stage of their learning journey.
63. Children are aware of rules and the importance of following them. They learn about the concept of fairness and equal treatment and develop their understanding of the differences between right and wrong, benefitting from guidance from staff and engagement with stories that contain moral principles and ideas.
64. Staff teach children to accept responsibility and encourage and expect them to help keep the classroom tidy and look after their belongings and those of others. In addition, roles such as 'leader of the day', table monitors and other small classroom jobs help children develop their sense of contribution and responsibility towards others.

65. Leaders ensure that children engage with charitable causes and community experiences, such as using role-play 'cake sales' to learn about raising money for charity. Children with higher prior attainment are encouraged to set their own prices for items and 'sell' to their peers, fostering both independence and social skills.
66. Leaders make children aware of the difference they can make to their local community and further afield. They encourage children to independently recycle and to take part in 'walk to school' weeks. Children also go on trips to Hampstead Heath for pond dipping and to the local fire station. These activities help children to develop their social understanding and awareness of the school's local environment.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 67. All the relevant Standards are met.**

Safeguarding

68. Robust arrangements are in place to safeguard children, as set out in the school's comprehensive safeguarding policy. All procedures align with current statutory guidance.
69. Leaders foster a safeguarding culture that ensures children feel secure and confident to share concerns. Provision includes regular circle time routines and clear reminders about trusted adults, helping children understand when and how to seek help. Children can articulate that they would approach a teacher if worried, demonstrating age-appropriate awareness of how to raise concerns.
70. Leaders ensure that all staff receive regular and effective safeguarding training. Records of staff attendance are maintained so that no gaps in training occur. Provision includes annual safeguarding updates, thorough induction training for staff new to the school and safeguarding questions or scenarios incorporated into staff meetings to reinforce understanding and vigilance. Staff articulate their responsibilities confidently and can explain how to escalate concerns in line with school procedures.
71. Leaders ensure that staff understand contextual risks relevant to the children, including those linked to radicalisation and extremism. Staff complete 'Prevent' duty training relating to such risks, supplemented by regular guidance in meetings. Staff know to look for signs of abuse and are clear about how to report any safeguarding issues that might emerge, including low-level concerns and allegations against staff. They understand the school's whistleblowing policy. Staff demonstrate secure understanding of early indicators of concern and know how to respond appropriately.
72. Leaders with designated safeguarding responsibilities maintain effective links with local agencies, including children's social care and the police, and refer concerns to them when appropriate. As a result, concerns are addressed swiftly and support is targeted appropriately.
73. The safeguarding team and computing staff maintain robust internet filtering and monitoring systems, reviewing them regularly. The school teaches children how to keep themselves safe, including online, through the PSHE curriculum and the use of age-appropriate resources. The school provides information for parents on pertinent safeguarding matters, such as digital content, to encourage a consistent approach between home and school.
74. Safer recruitment procedures are effective, with all required pre-employment checks completed before staff begin work. The SCR is maintained accurately and reviewed by leaders and the proprietor.
75. The proprietor works closely with the safeguarding team and monitors safeguarding arrangements effectively.

The extent to which the school meets Standards relating to safeguarding

76. All the relevant Standards are met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005
EYFS ² 3.79	Providers must ensure that their premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of child cared for and the activities on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

² Early years foundation stage statutory framework ('EYFS')

School details

School	Broadhurst School
Department for Education number	202/6384
Address	Broadhurst School 19 Greencroft Gardens London NW6 3LP
Phone number	020 7328 4280
Email address	office@broadhurstschool.com
Website	www.broadhurstschool.com
Proprietor	Mr Brian Berkery
Headteacher	Ms Eilish Sleator
Age range	2 to 5
Number of pupils	68
Date of previous inspection	4 to 6 October 2022

Information about the school

77. Broadhurst School is an independent co-educational day school situated in a residential area of north-west London between Hampstead, West Hampstead and Swiss Cottage. The school was established in 1958 by Mrs Mary Berkery, whose son is the sole proprietor. The current headteacher took up her appointment in April 2025.
78. There are 68 children in the early years comprising six Nursery classes.
79. The school has identified three children as having special educational needs and/or disabilities. No children in the school have an education, health and care plan.
80. The school has identified 52 children as speaking English as an additional language.
81. The school states its aims are to nurture caring hearts, brave spirits, determined minds, curious thinkers and joyful learners, guiding children to grow with confidence and compassion. It seeks to provide a happy, caring and secure environment where every child is encouraged to be brave, determined and confident in reaching their full potential; to offer stimulating and engaging experiences that inspire inquisitive minds and foster independent discovery; and to spark curiosity and nurture motivation for children to become active, joyful learners who approach challenges with a positive spirit and resilience.

Inspection details

Inspection dates

25 to 27 November 2025

82. A team of three inspectors visited the school for two and a half days.

83. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the headteacher, school leaders and other members of staff
- discussions with children
- scrutiny of samples of children's work
- scrutiny of a range of policies, documentation and records provided by the school.

84. The inspection team considered the views of members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net