



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
BROOMFIELD HOUSE SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Broomfield House School

Full Name of School	<b>Broomfield House School</b>
DfE Number	<b>318/6050</b>
Address	<b>Broomfield House School Broomfield Road Kew Gardens Richmond Surrey TW9 3HS</b>
Telephone Number	<b>020 89403884</b>
Fax Number	<b>020 83326485</b>
Email Address	<b><u><a href="mailto:office@broomfieldhouse.com">office@broomfieldhouse.com</a></u></b>
Headteacher	<b>Mr Norton York</b>
Proprietors	<b>Mr Norton York, Mrs Elaine York</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>166</b>
Gender of Pupils	<b>Mixed (71 boys; 95 girls)</b>
Numbers by Age	3-5 (EYFS): <b>39</b> 5-11: <b>127</b>
Number of Day Pupils	Total: <b>166</b>
Head of EYFS Setting	<b>Mrs Amanda Hill</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>17 Mar 2015 to 20 Mar 2015</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The school has not previously been inspected by ISI.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mr Graham Gorton	Reporting Inspector
Mr Vaughan Jelley	Team Inspector (Deputy Head, IAPS school)
Mr Mick Jonas	Team Inspector (Former Deputy Head, IAPS school)
Miss Lucy Sumner	Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 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 headmaster, who, together with his wife, is the co-proprietor. The school is registered for pupils from three to eleven years of age.
- 1.2 The school aims to ensure that each child's first steps in education are compelling and exciting enough to draw them into the world of life-long learning as an integral part of their daily existence. The school endeavours to find and enhance these talents, whether they be creative, intellectual or athletic. The school aims to celebrate learning for life. The school places a strong emphasis on preparing the pupils for entry into secondary schools through achieving high academic standards.
- 1.3 In 2004 the whole site was re-landscaped to provide new play spaces as well as additional buildings. These include the school kitchen, dining room and a three-storey extension to the original school building, which houses three classrooms.
- 1.4 At the time of the inspection, there were 166 pupils on roll, of whom 39 were in the Early Years Foundation Stage (EYFS). Pupils come from professional and business backgrounds; they generally live within a few miles of the school. Standardised tests indicate that the ability profile of the school is above the national average.
- 1.5 The school has identified 37 pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist support through the school's individualised learning enhancement (ILE) programme. No pupil has a statement of special educational needs. There are nine pupils for whom English is an additional language (EAL) with none being at an early stage. There are 40 pupils from different ethnic backgrounds.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Pre-Kindergarten	Nursery
Kindergarten	Reception

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Broomfield House School is most successful in achieving its aim to educate pupils to the highest academic standards. The excellent achievement of the pupils, which has its strong foundations in the EYFS, is reflected in their academic success at the point of transfer to their chosen secondary schools. The excellent curriculum places a strong emphasis on the pupils' achievements in English and mathematics and these are at high levels. This is further supported by the high level of achievement in all other subjects and in extra-curricular activities. Pupils are hard-working, enthusiastic and always keen to give of their best. In the EYFS and thereafter, pupils are afforded many opportunities to demonstrate their skills and interests. The school offers excellent opportunities through the exciting curriculum and through the wide range of activities on offer. Teaching across the school is excellent although monitoring and the sharing of best practice is not always consistent. It pays close attention to meeting the needs of all the pupils including those with SEND, EAL and the more able. The school's ILE programme is most successful in ensuring pupils are both well-supported and suitably challenged.
- 2.2 The quality of the pupils' personal development is excellent. From an early age in the EYFS, children demonstrate strong social bonds with their classmates and with the staff at the school. They show high levels of awareness of the world around them and their cultural understanding is of the highest order. Pupils develop a strong moral code and this is reflected in the high standard of their behaviour and in their appreciation of right and wrong. Pupils have a strong sense of well-being and have a deep appreciation of the non-materialistic aspects of life. The pastoral care of the pupils is excellent. Pupils feel well cared for and they appreciate the help, support and guidance given by the staff at the school. The provision for the welfare, health and safety of the pupils is good. Record keeping is not streamlined effectively enough to ensure an effective oversight of all matters relating to the general welfare of pupils.
- 2.3 The governance of the school is good. The proprietors generally have a thorough insight into all school matters. This is particularly strong in the area of educational provision and in the financial planning for the school. However, the proprietors' oversight of all procedures and record-keeping is insufficiently systematic. Proprietors pay careful attention to all matters relating to the safeguarding of the pupils. The school is well led and managed. School leaders and managers, including in the EYFS, provide the school with clear educational direction and are effective in the self-evaluation of initiatives and developments. However, current job descriptions do not give sufficient clarity as to roles and responsibilities, particularly in the effective monitoring of provision. The school maintains excellent links with parents, carers and guardians. The quality of these links and the strength of relationships help to create a happy family environment which is appreciated by everyone. Parents are overwhelmingly supportive of the work of the school.

**2.(b) Action points****(i) Compliance with regulatory requirements**

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

**(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Ensure that proprietors maintain consistent oversight of all procedures and record-keeping relating to pupils' welfare, including in the EYFS.
2. Review the job descriptions of leaders and managers, including in the EYFS, to enable more effective monitoring of all aspects of school life.
3. Enhance the quality of teaching through careful monitoring and sharing of expertise.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and learning**

- 3.1 The quality of the pupils' learning and achievements is excellent.
- 3.2 Pupils are well educated throughout the school in accordance with its aims.
- 3.3 In the EYFS, all children are very well supported in the acquisition and development of communication and language skills. As a result, they are articulate and able to express themselves clearly, according to their age and stage of learning. The youngest children can recognise their names and know simple phonic sounds. The more able children can spell familiar words and attempt spelling unfamiliar words, using their good phonic knowledge. Some children can write simple sentences, sometimes with capital letters and full stops. Children are able to define 'odd' and 'even', can count to eight accurately using one-to-one correspondence and can calculate 'one less', as they sing number songs. They use good mathematical language, carry out simple calculations and know the names and can describe the properties of many two-dimensional shapes. In Reception, children are beginning to understand simple information and communication technology (ICT), as they learn to control programmable toys.
- 3.4 Younger pupils talk knowledgeably about a variety of topics. They express themselves clearly and eloquently. They read with confidence and demonstrate a high level of achievement in phonics and spellings. They write with clarity and express themselves well. Their writing is both mature and reflective. They write equally well in a number of genres. The presentation of their work is of a high quality. All children show excellent listening skills. They discuss issues in class with sensitivity and an awareness of the needs of others. The pupils' knowledge and understanding of French is excellent. In mathematics, younger pupils show an excellent knowledge of number bonds to twenty. These basic skills provide a platform for further development and high order mathematical thinking. Older pupils become adept at problem-solving and in their interrogation of number. Their depth of understanding in mathematics is excellent. The pupils' scientific skills enable them to predict, experiment and hypothesise successfully from an early age. Younger pupils make excellent progress in their use of ICT and this is built upon as they move through the school. Older pupils use coding very effectively and become proficient in a variety of programs. From an early age the pupils' physical development is excellent. These skills are reflected in the school's success in sports such as football, swimming and karate. Pupils achieve well in the creative areas of school life. Success in music, drama and dance is significant.
- 3.5 The pupils' attainment cannot be measured in relation to average performances in national tests, but on the evidence available it is judged to be high. Success in entry examinations for senior schools, including a high number of pupils gaining scholarship awards, supports this, together with evidence from the pupils' work in their books and in class, and interviews with both staff and pupils. This level of attainment, as judged, indicates that pupils make excellent progress throughout the school in relation to pupils of similar ability.
- 3.6 Pupils with SEND and EAL fit seamlessly into the school and make excellent progress. In the EYFS, children with SEND or EAL are identified at an early stage and monitoring and targeted support are put in place, as necessary. More able

pupils also achieve highly. The needs of all pupils are met well through the school's ILE programme.

- 3.7 In the EYFS, children enjoy exploring and investigating their surroundings, following their interests and developing their own ideas. All children benefit from the strong culture which encourages them to have a go, make mistakes, learn from them and try again. Pupils throughout the school demonstrate an excellent work ethic at all times and their learning skills are extremely high. They clearly enjoy their education and always give of their best, responding to the staff's high expectations of them. Older pupils are enthusiastic, active and motivated learners and their high level of participation and interest is a significant strength of the school. By the time they leave the school pupils demonstrate high levels of co-operative learning.

### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.8 The contribution of the curricular and extra-curricular provision is excellent.
- 3.9 The curriculum strongly supports the school's aims. The curriculum is effective in its coverage of all requisite areas of learning and is enhanced by the provision of French throughout the school.
- 3.10 In the EYFS, creative use of outdoor areas provides opportunities for learning across the curriculum. Children in the setting are able to choose their own resources and activities and are expertly facilitated and challenged in their play by the adults who are with them. Children benefit from being taught music, drama, dance and French by specialist teachers. Well planned and considered educational programmes help all children reach good, and usually excellent, levels of development. Thorough planning provides an excellent balance of stimulating and fun adult-led and child-initiated activities.
- 3.11 The school's excellent provision for the curriculum is largely class-based with most subjects taught by the class teacher. This is further enhanced by specialist tuition in art, French, music, drama, physical education and games providing excellent opportunities for pupils to extend their learning opportunities. Emphasis is placed on English and mathematics, which provides a strong foundation for the pupils' learning to develop well across the breadth of the curriculum. Personal, social, health and economic education (PSHEE) is incorporated into the curriculum through occasions such as assemblies, form times and discrete subject lessons. The topics covered in PSHEE, such as the Year 4 Entrepreneurial Project, contribute successfully to the pupils' personal development and raise their economic awareness.
- 3.12 Throughout the school, including in the EYFS, the curriculum provision includes a wide array of educational visits and enrichment activities. These develop the pupils' knowledge understanding and appreciation of the world in which they live. Such excursions include visits to places of worship and those with historic interest as well as residential trips for the oldest pupils. The local Member of Parliament spoke to Year 6 at the House of Commons to help launch the pupils' mock General Election providing a valuable insight into the workings of the British democratic process. The science curriculum benefits from a strong link with the local botanical gardens and visiting educational shows on science days.
- 3.13 Throughout the school planning and monitoring are good, ensuring the curriculum is suitable and accessible for pupils of all needs and abilities. The curriculum provides well for more able, gifted and talented pupils and those with SEND or EAL. The ILE programme provides excellent support allowing teachers to focus on the specific

needs of individual pupils. Much of this support is expertly provided either within the classroom or in focused groups.

- 3.14 The excellent extra-curricular programme provides a wide and stimulating range of activities for pupils. A variety of sports are catered for, as well as additional opportunities in areas such as music, dance, art, chess, cookery and Spanish. Some of these activities are supported through links with the community that include the excellent relationships with local professional football and rugby clubs. The pupils have further positive links with the community such as singing Christmas carols at local venues, including the local church, where concerts are also held with a local wind orchestra.

### **3.(c) The contribution of teaching**

- 3.15 The contribution of teaching is excellent.
- 3.16 The teaching enables pupils to progress in accordance with the school's aims. In some areas, notably mathematics, English and physical education (PE), teaching is of a particularly high quality. It enthuses and inspires pupils and helps them to develop a secure understanding of the subject. In a small amount of teaching, a lack of pace and variety limits the pupils' progress.
- 3.17 Teaching in the EYFS demonstrates extensive knowledge and a secure understanding of how to promote the learning and development of young children and of what they can achieve. It reflects passion and enthusiasm; teaching engages and motivates the children to be inquisitive learners. The early years' classrooms provide children with stimulating, bright, well-organised spaces, and an excellent range of accessible, age-appropriate resources is used well. Staff skilfully create supportive environments in which children can achieve highly and develop their skills effectively. Regular observation, assessment and the accurate identification of individual children's next steps in learning ensure that all children make rapid progress. They are well prepared for the next stage in their learning.
- 3.18 The quality of teaching, including in the EYFS, is underpinned by rigorous and effective planning, purposeful organisation and strong subject knowledge. Enthusiasm, creative approaches, and care for pupils are apparent in much of the teaching, which sparks industry, endeavour and interest in the pupils. In the most effective teaching, informal assessment in the form of judicious and skilful questioning enables the teacher to reinforce as necessary or move on to the next stage of the lesson. Visual and creative approaches further enhance the pupils' learning. For example, in one class pupils role-played different parts of speech, which enabled them to gain awareness of sentence structure and start thinking about suitable connectives.
- 3.19 Throughout the school, the most successful teaching employs good pace and variety. Teachers are very aware of the pupils' capabilities and, in assessing how well the pupils have understood the topic under consideration, they adapt their teaching effectively to meet the pupils' differing learning needs. Teaching assistants support classes and are used effectively. Support staff in ILE are well deployed to enhance the pupils' learning and progress.
- 3.20 Well-resourced teaching areas and rooms support the pupils' learning. Specialist teaching makes good use of different venues. However, limited use is made of ICT to support and enhance the pupils' development. Teaching promotes fundamental British values by, for example, presenting balanced viewpoints and enabling every

pupil to voice their opinions in an inclusive manner. Displays around the school and in classrooms are stimulating and informative and are a feature of the school. They enhance the pupils' learning, showcase their work and celebrate achievement and industry.

- 3.21 Marking is good and mostly consistent, providing helpful comments, often highlighting where improvements can be made. In some cases targets are given and followed up but this is not consistent. Particularly good practice is evident in pupils' work books in English and mathematics, where individual learning targets are given and routinely commented upon.
- 3.22 From Year 1, data from standardised testing is used effectively to track the pupils' progress and inform planning and future learning. Sharing of good marking and the elements of the most successful teaching has been an area of much recent focus. Procedures to formalise lesson observation and resulting feedback, as well as to develop further a robust marking policy, have been strengthened.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The pupils' personal qualities develop successfully in accordance with the school's aims. They are generous in spirit, kind, empathetic, happy and self-confident ready to engage with a wider world.
- 4.3 In the EYFS, children's personal, social and emotional development is outstanding. Staff act as excellent role models, leading by example to encourage the children to be polite and thoughtful. As a result, children are well-mannered and considerate to others. Children enjoy being given responsibilities, display good levels of independence and make appropriate choices. Staff encourage children to take turns and, as a result, they play co-operatively and understand the need to share.
- 4.4 The pupils' spiritual awareness is strong. Pupils respect one another and have good self-esteem. Spirituality was shown by pupils as they were mesmerised and drawn into the moment as they listened to a classmate play the harp. In a science lesson, pupils expressed awe and wonder on discovering their mystery substance was living yeast. 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, drama and through commitment to their sports teams.
- 4.5 Pupils develop a strong set of moral values and have a clear awareness of right and wrong. They are kind and considerate in their attitudes; they listen to the views and opinions of others. Relationships with one another and with their teachers are excellent. Across the school, strong co-operation and respect for the views of others are seen in lessons where paired or group work is undertaken. Rewards are frequent and, although sanctions exist, they are rarely used due to the high standard of behaviour throughout the school. Pupils take responsibility for their actions and show initiative. Pupils are aware of their moral responsibilities as global citizens and enjoy the challenge of raising money, through their houses, for three overseas schools on three different continents.
- 4.6 Excellent social awareness is evident as pupils demonstrate care and responsibility around the school. Pupils are confident and courteous. They converse well as witnessed at lunch, in class and around the school. Senior pupils take on a range of responsibilities confidently. Year 5 pupils marshal the parking of scooters effectively as pupils arrive in the morning. Pupils understand the need to assist those who are less fortunate than themselves. Pupils assist with hand-delivering harvest gifts to local elderly people in need. Pupils are able to present their views on their environment through the school council which effects change for their benefit. Year 6 learn effectively about being junior citizens in a morning at a local centre.
- 4.7 Pupils have a very strong understanding and respect for other faiths and cultures. This understanding is furthered through activities such as the Year 4 one-day visit to Lille and through the Spanish clubs led by native Spanish speakers. The pupils' cultural understanding is strengthened through curriculum work such as the study of India in geography. The pupils' spiritual understanding is deepened by learning about different religions in assemblies some of which mark religious celebrations like

Diwali, Ramadan and Chinese New Year. An assembly on world religions successfully interwove charitable obligations with 'Loving Thy Neighbour'.

- 4.8 Pupils understand the principles that support British values. Year 6 pupils were divided into four groups to represent four leading political parties in a mock General Election. Pupils visit the local magistrates' court and they follow a bill through Parliament and also visit the Palace of Westminster. These have a profound impact on the pupils as they develop their understanding and appreciation of British laws and democracy. They witness first-hand the importance of rules and viewpoints as a means to maintain the fabric of society.
- 4.9 By the time pupils leave the school, they are confident with a well-developed personality for their age. Their success in a number of fields including examination entry to senior school enhances their self-esteem. They are able to speak eloquently and show empathy for others.

#### **4.(b) The contribution of arrangements for pastoral care**

- 4.10 The contribution of arrangements for pastoral care of the pupils is excellent.
- 4.11 The staff provide extremely effective support and guidance for the pupils in accordance with the school's aims.
- 4.12 In the EYFS, children of all ages form appropriate bonds and secure emotional attachments with their key person and other staff. Children feel safe in school. They are able to identify which adults to speak to if they are sad or worried. They are confident that they will receive support and help. Staff place a very high priority on the promotion of independence and children are encouraged to try to do things for themselves or to ask a friend for help. Children learn about hygiene through daily routines, such as washing their hands before eating. They are able to say why it is important to make sure their hands are clean before they touch their food. Food provided at lunchtime is wholesome and nutritious. The calm approach in the dining room and the excellent care of the children promotes social interaction, excellent language development and high standards of behaviour. From an early age children are developing an understanding of healthy living.
- 4.13 Relationships are very positive between staff and pupils and among the pupils themselves. Throughout the school staff set the tone as excellent role models. At break-times, strong pastoral concern is shown in the supervision of pupils. Good inter-pupil relationships are very evident as pupils play together happily.
- 4.14 Pupils are encouraged to be healthy through developing appropriate eating habits and taking regular exercise. Learning about healthy lifestyles is enhanced by the extensive opportunities for sports and games. The science and PHSEE schemes of work reinforce this.
- 4.15 Throughout the school, including in the EYFS, good behaviour is promoted and managed well; the school has effective measures to guard against bullying. When necessary, staff use gentle reminders and well-considered strategies to help pupils make choices regarding their behaviour. In pre-inspection questionnaires a very small minority of parents felt that the school does not deal with instances of bullying swiftly or effectively. Inspectors found no evidence to support this view. Procedures are thorough and in classrooms there are appropriate notices to guide pupils if they have a worry or concern. Pupils know to whom they can turn for help whenever required.

- 4.16 The school has a suitable plan to improve educational access for pupils with SEND. Pupils with SEND and EAL receive strong support for academic, personal or social difficulties that may result and they are fully included in the life of the school.
- 4.17 The school employs effective methods to seek the views of pupils. The school council is organised on a house basis with pupil representatives from Year 2 through to Year 6. Termly meetings are chaired by senior managers and responses to requests and wish-lists are fed back. This good initiative has already had a positive impact for the pupils. In addition, there is a facility for pupils to comment on the quality of food in the dining hall, should they so wish.

#### **4.(c) The contribution of arrangements for welfare, health and safety**

- 4.18 The contribution of arrangements for welfare, health and safety is good.
- 4.19 The school places a high priority on the safeguarding of pupils and in ensuring their health and safety. This supports the aims of the school and has a positive impact on the personal development of the pupils. The safeguarding arrangements, including in the EYFS, are thorough and are generally effective across all aspects of school life. Staff receive appropriate training in child protection and this training is kept up to date. Good procedures are in place for the safe recruitment of staff, although in the past, sufficient care has not always been given to the recording of certain information. For example checks, carried out by agencies who supply additional staff, were not centrally recorded. The school does not currently have a streamlined approach to recording and storing information at each stage of the recruitment process to enable consistent oversight.
- 4.20 Suitable arrangements are in place to reduce the risk from fire and other hazards. Regular checks on fire safety equipment are carried out. Fire evacuation drills are practised at different times of the school day. Throughout the school, including in the EYFS, staff are aware of the importance of risk management and conduct regular risk-assessments of all areas used by the children to eliminate or take action to minimise risk. This is reflected in the school's risk assessment policy. Excellent attention is given to the security of the school site. The site is checked regularly and any potential hazards are dealt with quickly and efficiently. The school is well maintained and excellent attention is given to food hygiene. The school maintains thorough records on all matters relating to health and safety. Thorough and comprehensive checks on all matters are undertaken and recorded, demonstrating the importance that the school places on such matters.
- 4.21 The school has clear and effective procedures for the administration of medicines, and for looking after pupils who are sick or injured. The school medical room is suitable for purpose and an area in the main office is also set aside for less serious health matters. Members of staff are appropriately trained in first aid. This includes suitable paediatric first aid qualifications where appropriate. Records are kept of any accidents or injuries. The school now has clear procedures for informing parents at such times. The school ensures it monitors carefully the welfare of those pupils who have SEND.
- 4.22 The admission and attendance registers are properly maintained and correctly stored for the previous three years.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good.
- 5.2 The proprietors provide effective oversight of all sections of the school in line with its aims. The proprietors' involvement in the EYFS is generally effective but the recording of information relating to the general welfare of pupils is not consistent. Proprietors have a thorough understanding of all aspects of school life and discharge their responsibilities for educational standards effectively. The proprietors are consistently striving to maintain an educational provision that brings out the best in every child. This they do most successfully as is reflected in the pupils' excellent achievement and in the high levels of their personal development. The proprietors oversee financial planning effectively. This is shown in the high staff-pupil ratios, in the quality of the accommodation and in the availability of good-quality resources.
- 5.3 The proprietors have an excellent insight into the working of the school and are effective in exercising their monitoring role in education and pastoral care, and providing support, challenge and stimulus for growth and improvement. Strong relationships with senior leaders enable effective planning for future school development.
- 5.4 The quality of governance is strengthened through the work of the governance committees which include members of the school's senior leadership team. The proprietors also seek external advice in certain areas, such as in policy content and appraisal. Such links, and their associated interactions, provide a valuable source for discussion and reflection, strengthening the governance arrangements in the school.
- 5.5 The proprietors are generally effective in discharging their responsibilities for statutory requirements, including the annual review of safeguarding and child protection arrangements throughout the school. However, insufficient attention has been given in the past to the recording of information gathered relating to the recruitment and suitability of staff. This limits the effectiveness and consistency of oversight of some procedures relating to the general welfare of pupils.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.6 The quality of leadership and management is good.
- 5.7 At all levels of responsibility, the leadership and management of the school are effective. They support the aims of the school and discharge their delegated responsibilities successfully, particularly those for the safeguarding of pupils. However, job descriptions and the allocation of responsibilities lack sufficient detail to ensure that all aspects of policy production, monitoring and evaluation, including self-review, are effectively undertaken. The designated leads for safeguarding, including in the EYFS, have a clear understanding of the role and all staff are well versed in what to look out for and do should they have any concerns.
- 5.8 Leadership and management provide clear educational direction, as reflected in the excellent quality of the pupils' education and personal development. Proactive

leadership is a key to the strength of the inter-personal relationships that exist throughout the school.

- 5.9 In the EYFS monitoring of the educational programmes is effective and ensures that planning and assessment across the setting enable the implementation of a targeted curriculum for individual children and that high levels of achievement are maintained. In the EYFS, staff, leaders and managers aspire to improve. Effective systems for self-evaluation of the provision are continual and include the views of the parents and children. A detailed development plan reviews recent achievements and identifies priorities for the next academic year. A focused proposal for changes seeks to enhance further provision and improve overall outcomes for children. EYFS staff are well-qualified and further training is encouraged. Managers and all early years staff evaluate their practice to ensure continuous improvement to provide the best possible opportunities and experiences for the children in their care. High quality, supportive systems for appraisal and supervision of staff operate successfully and staff are aware of their current targets. However, current job descriptions contain limited detail in relation to policy production and its effective monitoring.
- 5.10 Leadership and management throughout the school are effective in the process of self-evaluation. School leaders are constantly looking at how the school can improve and develop. The school's development plan provides a useful vehicle to guide all leaders and managers in forward planning. Leaders ensure that they respond to the ever-changing needs of the pupils and the curriculum. New initiatives are successfully introduced and their effectiveness is regularly reviewed.
- 5.11 The school is successful in securing and retaining high quality staff. Throughout the school, strong emphasis is placed on their professional development through courses from both within and outside the school. All staff are suitably trained for their roles in meeting the needs of all pupils, particularly in the area of safeguarding, and are appropriately trained in health and safety procedures. The school has a good system of staff appraisal, including that of all senior leaders. An excellent induction process for newly appointed staff covers all the necessary areas relating to key policies and their effective implementation. New staff speak highly of the help, support and guidance that they are given as part of their induction procedures. Staff feel valued and supported.
- 5.12 Records and procedures for the health and safety of all members of the school community are thoroughly undertaken and recorded. The good quality of leadership and management at the school is supported by effective administrative arrangements. In pre-inspection questionnaires parents felt strongly that the school is well led and managed.
- 5.13 Links between the school and parents are excellent, including in the EYFS. Parents who responded to the pre-inspection questionnaires are overwhelmingly positive and highly supportive of the school. They are particularly happy with the progress their children make, the range of the curriculum and enrichment activities, the standard of behaviour, the quality of the care given to the pupils and the information that is made available to them.
- 5.14 In the EYFS, parents appreciate the nurturing environment and the individual attention given, and the communication which allows them to feel involved in their children's education. Highly effective partnerships with parents and other providers, together with consultation with external agencies, when appropriate, ensure that all

children's needs are fully met and that they benefit from a shared approach to their learning and development. Parents are encouraged to share what children are achieving at home to help inform assessment and planning.

- 5.15 Staff are readily available to speak to parents at the start and end of each day or to answer queries via email. Further information is available through the website, whole school and EYFS weekly newsletters and comprehensive half-termly and annual publications. These celebrate the many activities that happen at the school and showcase the pupils' achievements and work.
- 5.16 The effective partnerships that are established in the EYFS enable close relationships to develop with parents, which are maintained as pupils progress through the school. Parents have opportunities to contribute to their child's education, for example by sharing their experience and expertise through classroom activities. Parents visit the youngest children and tell them about their travels, whilst other parents help with outings. There is a comprehensive programme of social and informative events. In addition, parents are always welcome to attend matches, plays, performances and other special occasions. A suitable procedure for dealing with parental complaints is in place. Any parental concerns are handled promptly and with care.
- 5.17 The thriving Broomfield House Parent Teacher Association organises a number of fundraising and social events throughout the year. Funds raised finance specialist visitors such as authors and theatre groups. The association has also helped to fund a new mini-bus, playground awnings, African drums and library books. Each class has parent representatives, which helps foster a strong sense of community and contributes to the family atmosphere that is such a strong feature of the school.
- 5.18 Required information about school policies and other relevant documents is easily accessible to parents of all current and prospective pupils on the school website. Further useful information is provided in the prospectus.
- 5.19 Parents are kept well-informed of their child's progress through termly reports, including in the EYFS. These are complemented by regular parents' meetings. Reports are detailed, clear and concise. They include test results and effort and achievement grades as appropriate for each year group, and highlight areas for development.

**What the school should do to improve is given at the beginning of the report in section 2.**