



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE INSPECTION**

**BROUGHTON MANOR PREPARATORY SCHOOL**

**JUNE 2017**



## SCHOOL'S DETAILS

<b>School</b>	Broughton Manor Preparatory School			
<b>DfE Number</b>	826/6013			
<b>EYFS Number</b>	EY254264			
<b>Address</b>	Broughton Manor Broughton Milton Keynes Buckinghamshire MK10 9AA			
<b>Telephone number</b>	01908 665234			
<b>Email address</b>	info@bmprep.co.uk			
<b>Headmaster</b>	Mr James Canwell			
<b>Proprietor</b>	Mrs Hilary Pauley			
<b>Chair of Governors</b>	Mr David Pye			
<b>Age range</b>	0 to 11			
<b>Number of pupils on roll</b>	378			
	<b>Boys</b>	201	<b>Girls</b>	177
	<b>EYFS</b>	222	<b>Pre-prep</b>	77
	<b>Prep</b>	79		
<b>Pupils' ability</b>	The school's own assessment indicates that the ability of the pupils on entry is above average.			
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 14. They require support with dyslexia and a range of speech and language learning difficulties. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. There are 63 pupils with English as an additional language (EAL), who require additional support for their English.			
<b>History of the school</b>	Broughton Manor Preparatory School is a day school for boys and girls on the eastern edge of Milton Keynes. The school was established as an annex of Milton Keynes Preparatory School in 2004, becoming a separate school in 2010.			

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<b>Ownership and governing structure</b>	The school is owned by The Pauley Group, which includes Milton Keynes Preparatory School and a pre-preparatory school. A governing body oversees the work of the school and acts in an advisory role to the proprietor, Mrs Hilary Pauley.
<b>School structure</b>	The school comprises Early Years Foundation Stage (EYFS) provision for children aged under two and EYFS provision for children aged two and over, accommodated in two different parts of the school; a pre-prep for Years 1 and 2; and a prep for Years 3 to 6.
<b>Other useful information</b>	The school occupies a single site in Broughton with a nearby sports field.
<b>Inspection dates</b>	20 to 21 June 2017

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## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards and any qualitative concerns identified at their previous inspection.

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

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures..

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

## SUMMARY EVALUATION

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

### PART 1

#### Quality of education provided

The school uses its own framework to determine attainment, instead of the national framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

**The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2

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

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3

#### Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

**The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### PART 4

#### Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

**The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5**

### **Premises of and accommodation at schools**

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

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

## **PART 6**

### **Provision of information**

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

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

## **PART 7**

### **Manner in which complaints are handled**

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

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

## **PART 8**

### **Quality of leadership in and management of schools**

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

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

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

The overall effectiveness of the early years provision is outstanding.

Due to the excellent levels of care and suitable learning experiences that the setting provides, all children make good or better progress from their wide range of starting points and abilities. They are well prepared for the move to the next stage, when the time comes. Individual needs are well met, notwithstanding the wide variation in the stages of development of children under the age of two. The systems in place to identify and support children with additional needs are appropriate and overseen by suitably experienced and qualified staff.

Children's personal, social and emotional development is given a high priority and as a result is excellent. Babies and toddlers separate quickly from their parents and settle well with their key person. They clearly feel safe and are happy.

The requirements for children's safeguarding and welfare have been met. Members of staff are fully aware of their responsibilities regarding safeguarding and have a good understanding of how to keep children safe.

Leaders ensure that the standard of provision in the setting is high and they work hard to maintain and improve the quality of care and education they offer. The recommendation from the previous inspection has been successfully addressed: feedback on children's progress for parents has been facilitated through the online learning journal and observations now fully support assessments and planning reflects children's individual needs and interests.

### **Effectiveness of leadership and management**

The effectiveness of leadership and management is outstanding.

The leadership demonstrates an ambitious vision and high expectations in all aspects of the care and education provided. There is a shared drive amongst senior leaders to ensure high standards of provision. Continuing investment, typified by the recent development of a well-resourced new base for the under twos, helps to ensure that children experience a high quality start to their early years education.

A schedule of formal supervision meetings ensures that members of staff are well supported in their roles as key people for the children. Carefully considered, well-targeted group and individual training, and appropriate professional development, allow staff continuously to develop their knowledge, skills and understanding. Leaders evaluate the quality of the provision and outcomes for children through robust collaborative self-evaluation. They take the views of staff and parents into account and use the findings to develop sustainable improvements and incisive planning for future needs.

The EYFS leaders are experienced early years practitioners. They share a deep understanding of early education and are committed to providing a curriculum that has appropriate breadth, depth and relevance. The focus on the prime areas of learning ensures that the curriculum meets the needs of these young children. Leaders regularly monitor learning programmes and planning to ensure that they meet statutory requirements as well as the needs and interests of all children. Assessment records and data are regularly analysed to identify strengths or gaps in provision or in the development of individual children or groups of children; any shortfalls or areas that require further challenge or attention are quickly identified and addressed. As a result, children get a good start and are well prepared for the next stage in their learning and development.

Leaders and managers take great care to ensure that the setting is fully inclusive of all children. They actively promote equality and diversity, respecting the uniqueness of each child and celebrating the cultural heritage of pupils with EAL, for example, by displaying key vocabulary, and for children from other

cultures, for example, by celebrating significant events. The leadership recognises the importance of promoting British values and these are woven into everyday experiences and routines.

Governors and leaders are clear in their responsibilities to adhere to the statutory requirements of the EYFS, including welfare and safeguarding as well as preventing radicalisation. Arrangements for safeguarding are effective and meet statutory requirements.

### **Quality of teaching, learning and assessment**

The quality of teaching, learning and assessment is outstanding.

Members of staff have high expectations of what each child can achieve, including the most able and those who are disadvantaged. They know the children very well and devise enjoyable, interesting and age-appropriate activities that enthuse and challenge all children and meet their individual needs and interests. For example, children delight in water, jelly and baked bean play, demonstrating a sustained focus.

The provision in the outdoor areas, which are bordered by flower beds to create a relaxing, tranquil environment, allows all children to benefit from a variety of excellent quality resources that promote challenge and opportunities to explore. However, the lack of covered or shaded areas limits access to the facilities, resources and activities when it is very hot or if the weather is inclement.

The well-qualified and experienced members of staff have excellent knowledge and understanding of how babies and young children learn and develop. Accurate assessment information is continually gathered to determine what children know, can do and understand and what their next steps in learning should be. On entry to the setting, useful information is collected in collaboration with parents, which acts as a baseline from which progress is measured. Precise and thoughtful assessment information informs curriculum planning and allows staff to provide stimulating learning experiences that reflect children's individual needs and interests. This ensures all children make good progress and achieve well.

A high priority is given to the development of communication and language skills. Interactions between staff and children are warm, timely and purposeful, and help to extend children's understanding and language development. Praise and encouragement is used effectively to help children understand when they are doing well and how to develop. For example, during a cooking activity there was much clapping and cheering when the fairy cake mixture turned pink and was ready to go in the oven. Members of staff engage positively with children during routine daily activities, such as nappy changing, to maximise opportunities for social and language development.

Parents receive useful information through informal daily discussions or a written diary of the day, which enables them to have a clear picture of their child's progress. Detailed evidence of achievement and development taken from observations of the children playing, learning and interacting is recorded in each child's online learning journal. Parents have access to this interactive platform and are encouraged to contribute to the overall record of the child's development and learning. They receive timely guidance on how to support their child's learning at home.

All members of staff actively ensure equality of opportunity and celebrate diversity through their teaching and example. A variety of different faiths and backgrounds are represented in the setting and a clear sense of respect for this diversity is apparent in both staff and children.

High quality teaching and support ensure all children acquire the necessary skills for future development, ensuring that they are ready to move to the next stage in their learning.

## **Personal development, behaviour and welfare**

Personal development, behaviour and welfare are outstanding.

The dedicated staff promotes a positive and caring learning environment, in which all children enthusiastically embrace opportunities. Children of all ages are active, successful learners, seeking their own challenges and enjoying a sense of achievement when they succeed.

Children are consistently encouraged to think and do things for themselves and they become increasingly independent and confident, as a result. For example, some toddlers help themselves to snacks and feed themselves competently with spoons during lunchtime.

Arrangements for transitions within the setting and into the next class are very well managed and highly effective to ensure children are familiar with the new adults and surroundings. Members of staff know the children very well and detailed handover meetings ensure that staff pass on essential information about care and development. The effective key person system ensures warm relationships and close bonds are formed with children and with their families. A photo board helps parents identify the adults who care for their children. Clear and well-established routines that are well known by the children enable them to feel emotionally secure. For example, after lunch children know they must go and lie down and go to sleep.

Families are expected to ensure prompt and regular attendance and any absences, repeated lateness or other concerns are quickly followed up.

Children are very well settled and their behaviour is excellent. Members of staff use a gentle manner and consistent approach and act as very good role models for the standard of behaviour expected. Children of all ages are encouraged to share and take turns and, as they get older, they demonstrate an increasing ability to manage their feelings and behaviour towards others. Younger children are content to play alongside each other, sharing resources as necessary, and older children typically play harmoniously and cooperatively with their friends.

Children of all ages are developing an understanding of how to keep themselves safe such as when descending stairs. Children are developing an understanding of how to keep themselves healthy. At snack times, children enjoy healthy snacks. Nutritious food at lunchtime ensures children have a balanced meal and are gradually learning what constitutes healthy eating. Regular time spent outside, on walks or in the garden, ensures that children have fresh air and exercise in a safe environment.

Due to the high priority given to personal growth and the development of social skills, children learn to respect others and begin to develop an understanding of how they can contribute to wider society and life in Britain.

## **Outcomes for children**

The outcomes for children are outstanding.

Children of all ages and abilities, including those with SEND or EAL, progress very well from their individual starting points. A high proportion of children meet, and some exceed, the level of development that is typical for their age. As a result, all children are ready for the move from one room to another or onto the next stage of their education.

Babies respond to familiar adults, turning towards them when their names are called and smiling. Older children are beginning to link words together to make simple sentences and fully understand and respond to instructions. All the children enjoy listening to stories. Older children are learning to count as part of their everyday activities; they are able to count to ten with the help of an adult. During a cooking activity, children use non-standard measures to ensure quantities of ingredients are correct. The youngest toddlers are able to activate age-appropriate information and communication technology resources. For example, they press buttons in interactive books to make dinosaurs roar and they respond to flashing lights on a simple electronic tablet.

### **Compliance with statutory requirements**

**The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Develop the provision in the outdoor areas so that children of all ages can access the excellent range of resources and activities provided on a daily basis, in all weathers.

## ABOUT THE INSPECTION

The inspectors conducted formal interviews with pupils. They held discussions with teachers, senior members of staff and with the proprietor and chair of governors. 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

Dr Christopher Ray	Reporting inspector
Ms Lisa Maynard	Compliance team inspector (Group business manager, ISA schools)
Miss Amanda Emery	Team inspector for early years (Head of EYFS, IAPS school)
Miss Lucy Sumner	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)