



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

BROUGHTON MANOR PREPARATORY SCHOOL

JUNE 2017



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SCHOOL'S DETAILS

School	Broughton Manor Preparatory School			
DfE number	826/6013			
Address	Broughton Manor Broughton Milton Keynes Buckinghamshire MK10 9AA			
Telephone number	01908 665234			
Email address	info@bmprep.co.uk			
Headmaster	Mr James Canwell			
Proprietor	Mrs Hilary Pauley			
Chair of governors	Mr David Pye			
Age range	0 to 11			
Number of pupils on roll	378			
	Boys	201	Girls	177
	EYFS	222	Pre-prep	77
	Prep	79		
Inspection dates	21 to 22 June 2017			

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.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection 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 identified at their previous inspection.

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

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

This is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work. It focuses on the two key outcomes:

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor and chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Christopher Ray	Reporting inspector
Mr Nicholas Hopton	Team inspector (Head of department, HMC school)
Miss Lucy Sumner	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)

1. BACKGROUND INFORMATION

About the school

- 1.1 Broughton Manor Preparatory School is a day school for girls and boys between 0 and 11 years. 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. Since the previous integrated inspection, the school has developed an adjacent building to accommodate the under-twos, together with an assembly hall, specialist teaching classrooms and an all-weather outdoor playing surface.
- 1.2 The school was established as an annex of Milton Keynes Preparatory School in 2004, becoming a separate school in 2010. 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.

What the school seeks to do

- 1.3 The school aims to allow each child to develop his or her potential to the full in a safe, caring, happy and positive environment, providing the highest educational standards to promote academic excellence within a broad curriculum and ensuring that all children participate in a wide range of extra-curricular activities, which they enjoy.

About the pupils

- 1.4 The school's own assessment indicates that the ability of the pupils on entry is above average. Pupils come from a diverse cultural range of professional and business families in the Milton Keynes area. 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.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Class 2, EYFS	Nursery
Class 3, EYFS	Nursery
Class 4, EYFS	Nursery
Class 5, EYFS	Reception
Class 6, pre-prep	Year 1
Class 7, pre-prep	Year 2
Class 8, prep	Year 3
Class 9, prep	Year 4
Class 10, prep	Year 5
Class 11, prep	Year 6

2. KEY FINDINGS

2.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils are highly effective in applying their skills and understanding from one area of learning to another.
- Pupils make rapid progress.
- Pupils of all abilities, including those with SEND, demonstrate high levels of attainment in English and mathematics.
- Pupils are enthusiastic, creative and often passionate learners.

2.2 The quality of the pupils' personal development is excellent.

- Pupils demonstrate exceptionally high levels of self-confidence.
- Pupils possess deep spiritual understanding, which is exemplified through their appreciation of and enthusiasm for the musical and aesthetic aspects of life.
- Pupils have an extremely strong commitment to the school and to the wider world.
- Pupils relish being involved in group and team activities and collaborate with and support each other most effectively.

Recommendation

2.3 In the context of excellent outcomes, the school is advised to make the following improvement:

- Develop additional ways to ensure that pupils understand more clearly how they may improve.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 The school fully meets its aim to provide the highest educational standards to promote academic excellence within a broad curriculum and ensure that all children participate in a wide range of extra-curricular activities which they enjoy. The school does not take part in National Curriculum tests, but the available evidence from lesson observations, work scrutiny, and the school's own assessment data, shows attainment to be above in relation to national age-related expectations. Pupils of all abilities, including those with SEND, demonstrate high levels of attainment in English and mathematics. Pupils make rapid progress, including children in the EYFS and pupils with EAL, some of whom arrive with weak language skills. In their pre-inspection questionnaire responses, a very large majority of parents said that the school effectively meets the educational needs of their children and also enables their children to make good progress and develop skills for the future; and all pupils who responded agreed that they are given the opportunity to learn and make good progress. Pupils thrive in physical education (PE), music and computing as a result of the specialist teaching provided in these areas of the curriculum from pre-prep onwards. New pupils settle in quickly and become confident learners providing the basis for excellent achievement in and beyond the classroom. Since the previous standard inspection, the proprietor has ensured that managers at all levels, including the EYFS, have been given sufficient time and resources to monitor provision and plan for improvement. Pupils of all abilities are most effectively supported through the consequently strong focus of the school's managers upon tracking and monitoring the progress of groups and of individuals including those with SEND.
- 3.3 Pupils demonstrate excellent knowledge and understanding in all areas of learning. Most lessons support this learning extremely well, engaging all pupils most effectively, but a small number of the lessons observed lacked the zest of the most effective lessons. A very small minority of pupils said in their questionnaire responses that not all lessons are interesting. Pupils reflect carefully on their learning and have well-developed skills across the curriculum and they are highly effective in applying their knowledge, skills and understanding from one area of learning to another. For example, prep school pupils employed their mathematical abilities exceptionally well in design technology when considering the measurements required in their designs of a model bed. Pupils make highly efficient use of their excellent awareness of prior learning to develop their skills and learning, as observed when pupils were absorbed in an outdoor history activity related to their previous work on life during the Mesolithic period. Pupils demonstrate excellent creative talents. Younger pupils were observed solving problems effectively by pretending they were different people doing different jobs, for example by imaginatively capturing the ways in which firemen work.
- 3.4 Pupils demonstrate excellent listening skills, as seen, for example, in the pre-prep when identifying different instruments within a piece of music or in the EYFS when concentrating on stories being read to them. Performance skills in music were also observed to be excellent as pupils explored aspects of graphic musical scores. Pupils respond positively both to the wide-ranging curriculum relishing the opportunities available to them and to the many extra-curricular activities which extend the learning opportunities for pupils in areas such as art, photography, computing, sport, and even hairdressing. Most parents agreed in their questionnaire responses that the school provides a suitable range of subjects and a good choice of extra-curricular activities; and all pupils who responded maintained that they could be involved in a good range of activities.
- 3.5 Pupils play a full part in assemblies many of which are attended by parents. However, there are relatively few opportunities for drama beyond a small number of public performances

each year, thereby limiting the scope to develop the acting talents of the pupils. Even so, the communication skills of the pupils are well developed, and those pupils with SEND have been most effectively provided for by leaders' strengthening of learning support since the previous inspection, including through giving teachers additional training. Older pupils are highly articulate and listen attentively and eagerly to the views and opinions of others.

- 3.6 Pupils show a firm grasp of mathematical concepts and methods. Their mathematical skills are strong in all areas of the subject and they enjoy using mathematics. The mathematical achievement of the more able pupils is excellent, with several winning bronze, silver and gold awards in the 2017 UK junior mathematics challenge. Excellent work was noted in the lessons observed and the work scrutinised, including an independently devised mathematics quiz devised. Enthusiastic and highly skilled teachers encourage both individual development and collaborative learning in mathematics. A mathematics enrichment day promoted the use of mathematical skills through cross-curricular activities such as fitness, measuring, organising enormous time lines. The more able pupils are grouped together for exposure to highly challenging activities, with the result that they succeed extremely well in this subject.
- 3.7 Pupils demonstrated high levels of competence and work with enthusiasm in information and communication technology (ICT). For example, pupils were observed making excellent use of tablet technology during an outdoor art activity developing their drawing techniques. During a World Book Day, pupils became reporters for the day using videos and cameras to create a television programme which recorded their experiences. The wide range of ICT resources available to pupils supports their learning highly effectively.
- 3.8 Most pupils achieve places at their first choice senior schools, and each year some win academic, music or sport scholarships to independent senior schools in the region. Seven pupils were successful this year in externally accredited music examinations, including four with distinctions. During the last three years, four pupils have achieved one of the three top places in the annual IAPS art competitions. Pupils have demonstrated excellent levels of achievement in sports, with teams reaching the semi-final stage of the independent schools national football competition as well as being highly placed in regional hockey and netball tournaments. Five pupils are currently training with local football league and premier division academies. Pupils have recently represented their county or country in badminton and in skiing and five pupils have achieved the English Schools' Athletics Association Gold award. This success is underpinned by a dedicated teaching team supported by the senior leadership which emphasises the importance of developing the talents of pupils in and beyond the classroom.
- 3.9 Pupils are enthusiastic, creative and often passionate learners. They are determined to improve, make progress and make effective contributions to classwork individually, in pairs and in small groups. They value and support each other both within and across the age ranges. Through their co-operative work they support one another most effectively with ease and enjoyment. They feel that they can express ideas openly. They are eager to celebrate each other's achievements in and beyond the classroom. They are keen to assist other pupils in their learning. Pupils have great pride in their school, tempered perhaps in their perceptive critical appraisal of its possible weaknesses as well as its strengths. They are eager to participate in life beyond the classroom: in sport, music, drama and so much else offered by the school. The teachers promote mutual respect and provide excellent role models for learning in and beyond the classroom, thereby establishing an atmosphere highly conducive to engagement with work.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils are extremely confident and are determined to give their best in all situations. They feel most positive about themselves, their places in the school community and their relationships with others within that community. The vast majority of parents agreed in their questionnaire responses that the school meets the pastoral and welfare needs of their children effectively. Excellent academic and pastoral support provided by the staff underpins the exceptionally levels of self-confidence and self-esteem evident amongst the pupils. The school fully meets its aim to allow each child to develop his or her potential to the full in a safe, caring, happy and a positive environment. The pupils have a generally clear understanding of how to improve. However, a minority of pupils said in their questionnaire responses that they do not know how well they are doing in their subjects. The marking of work, typically frequent and detailed, encourages pupils who are keen to make significant steps forward in their learning. However, a small minority of pupils in their questionnaire responses regarded the marking as unhelpful in the development of their understanding.
- 4.3 Pupils make very well informed decisions in and beyond the classroom. Older pupils demonstrate clear awareness that the decisions they make affect their success at the school and for their futures. All pupils understand that they might make mistakes but can learn from them. Pupils are also able to judge when they need to turn to the teacher for assistance, whether this be a pastoral problem in their daily lives or a practical problem in the design technology workshop. Pupils were observed offering carefully considered guidance on food provision and on the rota for litter picking during a prep school council meeting. In previous council meetings pupils have decided upon playground equipment purchases and where it should be placed. In the 'Fiver Challenge', pupils have made their own decisions about how their capital will grow and be reinvested and whether the profit goes back to the school or to charity. The pupils' ability to make effective decisions is promoted by the clear structure for personal development provided by personal, social and health education (PSHE).
- 4.4 Pupils possess a deep spiritual understanding exemplified in particular through their appreciation of and enthusiasm for the musical and aesthetic aspects of life. These attributes are underpinned by the excellent work done by pupils in art and in music. The determination to ensure that the creative and artistic work of pupils is displayed to optimum effect provides a unifying theme for the school: the beauty of the pupils' displays is an axis around which the daily life of the school revolves. The pupils have a clear awareness of the importance of religion and faith for themselves or for others within the school community. In the work examined, prep pupils demonstrated a clear understanding of other faiths including Buddhism and clearly valued the spiritual ideas of such faiths very highly.
- 4.5 Pupils have a powerful sense of right and wrong and of the importance of rules. They have learned to respect others, to give each other the space to express their own ideas and opinions and then to respond positively and supportively to their peers. They are determined to take responsibility for their own actions and have a keen awareness of the potential impact of how they behave upon others. When they do things wrong, they know they have done wrong and admit it. The excellent behaviour noted around the school is promoted by the vision of the leadership and management as expressed in the school's aims and values. Most parents said in their questionnaire responses that the school actively promotes good behaviour; and all pupils in their responses agreed that the school encourages them to behave well. This encouragement comes in part through 'star pupil' award programme and the celebration of good conduct in form time and during assemblies. This programme aims to instil the qualities of motivation, attentiveness, responsibility, politeness and sensitivity. Doing and being your best is a constant theme and a hallmark of the pastoral system. During

interviews the pupils spoke about the merits of the programme and its positive impact upon their self-image.

- 4.6 Pupils enjoy working with each other. Their commitment to collaborative work is evident not only in the classes and activities observed but also when older pupils guide younger pupils, serving as exemplary role models. This was demonstrated to excellent effect during the school's sports day as children from the EYFS and pupils in pre-prep were encouraged, supported and congratulated by the older prep pupils present. Leaders ensure that there are many opportunities available for pupils to hold positions of responsibility such as monitors, sports captains and school council representatives. Pupils are typically proud when they are given such responsibilities and are determined and able to fulfil them to the best of their capabilities.
- 4.7 Pupils are excellent citizens within their own community and are developing a strong capacity to make positive contributions to the wider world. They are involved in charitable fund-raising and initiatives. They were observed providing a warm and friendly welcome to parents, grandparents and other visitors to the school on its sports day. Pupils understand the importance of taking care of the environment, and eagerly volunteer for litter-picking duties. They engage enthusiastically with activities during World Book Day and International Day, both of which enable pupils to engage thoughtfully with issues in the wider world as well as brining a sense of unity to the school community.
- 4.8 Pupils show tremendous respect for one another whatever their cultural or religious background. Most pupils and almost all parents in their questionnaire responses said that the school actively promotes the values of democracy, respect and tolerance of those with different faiths and beliefs. Pupils feel integrated within a diverse community. Relationships between pupils are characterised by much kindness and sensitivity. Pupils see themselves as part of a cohesive school family which includes staff, pupils, parents and grandparents. A 'buddy' system is used to make sure that pupils new to the school feel welcome, with this being especially effective for new pupils whose English is relatively undeveloped.
- 4.9 Pupils understand the importance of staying safe, encouraged by the leadership's strong commitment to safeguarding their welfare through regular training for all members of staff and through the focused PSHE programme. The school has created a listening environment. The pupils feel able to talk to their teachers freely and easily. Older pupils help to guide younger pupils as they develop the right instincts for staying safe online. All pupils agreed in their questionnaire responses that they know how to keep safe online. Pupils understand what is needed to keep themselves healthy, both physically and mentally. EYFS children understand the importance of personal hygiene, exercise, hydration and healthy eating. An assembly given by prep pupils provided clear and helpful guidance on how to keep healthy in hot weather. Pupils care for, harvest and market the crops grown from seed in the school's environmental study centre which incorporates a vegetable garden. The school council discussed the importance of increasing the number of healthy options on the lunch menu, suggesting a number of changes, but all agreed that Friday Chip Day must be kept!