

School inspection report

10 to 12 June 2025

Broughton Manor Preparatory School

Newport Road
Broughton
Milton Keynes
Buckinghamshire
MK10 9AA

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Senior leaders work closely together to evaluate and develop the school's educational provision. Leaders demonstrate thorough knowledge and understanding so that they fulfil their responsibilities effectively. As a result, the Standards are met consistently.
2. Leaders actively and carefully promote pupils' wellbeing. Staff know the pupils well and respond quickly to their individual needs. The school community is inclusive and supportive. Pupils typically participate in school activities with enjoyment and confidence.
3. Leaders provide all the required information for parents, mainly through the school's website. Parents meet with staff regularly to discuss the progress their child is making. Although leaders provide parents with regular written reports, these reports do not communicate or identify information about pupils' attainment or progress as clearly as possible.
4. The school implements a well-planned curriculum complemented by a wide programme of extra-curricular activities. Teachers use their secure subject knowledge to plan interesting and stimulating lessons. Pupils demonstrate consistent effort towards their work and make good progress. They are prepared well for the next stage of their education.
5. Leaders in the early years plan a stimulating and varied curriculum which encourages children to learn and play actively. Children approach their learning with independence and confidence. Leaders implement a thorough transition process for Reception children so that they are prepared well for Year 1.
6. Leaders teach an appropriate and interesting personal, social, health and economic (PSHE) education programme. Pupils have a thorough understanding of how to promote their own personal health and wellbeing. They learn how to build and maintain supportive and inclusive friendships with each other.
7. Pupils typically behave well at the school. Leaders have recently implemented a revised behaviour policy and adapted strategies to promote positive behaviour throughout the school. However, strategies outlined in the revised policy are not fully or consistently implemented by all staff to address low-level disruption by some pupils as effectively as possible.
8. Leaders provide a range of well-planned opportunities for pupils to contribute to others, within their school community and beyond. Pupils seek positions of responsibility and represent the school as prefects and captains, by serving on the school council, and by joining organisations such as the eco- and charity committees.
9. Leaders maintain a robust and thorough safeguarding culture throughout the school. Those with designated safeguarding responsibilities receive appropriate training. Staff have a confident understanding about how to respond to any safeguarding concerns. Leaders implement suitable and systematic safer recruitment procedures.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are 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 met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that reports to parents inform them more clearly about their child's attainment and progress
- ensure that any low-level disruption by pupils is consistently well managed.

Section 1: Leadership and management, and governance

10. The proprietor, through the advisory board, provides thorough and systematic oversight of school policies and procedures. Members of the advisory board visit the school frequently to conduct lesson walks, attend school events, meet with staff and hold discussions with pupils, so that they know and understand the school well. The advisory board meets with senior leaders regularly to provide scrutiny, challenge and support. As a result, they assure themselves that leaders have the appropriate knowledge and skills to fulfil their responsibilities carefully and effectively so that the school meets the Standards consistently.
11. Leaders set high expectations in all areas of the school's provision. All staff prioritise pupils' wellbeing and happiness. Leaders promote the school's aims consistently and provide a nurturing and supportive environment. As a result, pupils approach their education with self-esteem and confidence.
12. Leaders carry out effective self-evaluation, informed by consultation with staff, parents and pupils about school provision, and take suitable actions in response. For example, leaders have adapted the Year 6 timetable to provide additional opportunities in drama. Academic leaders have implemented a new mathematics curriculum which measures and tracks pupils' progress more effectively than leaders had previously found to be the case. Leaders adapt and develop the school's provision so that it continues to meet pupils' needs well.
13. Leaders in the early years consult closely with parents and staff so that children's academic and pastoral needs are understood and supported consistently. The curriculum is planned carefully so that children experience a range of indoor and outdoor learning experiences. Children learn actively, develop confidence and make good progress.
14. Leaders provide parents with a range of appropriate and useful information, mainly through the school's website. In addition, parents also receive informative weekly newsletters. The school arranges a suitable schedule of parents' meetings and provides parents with regular written reports. However, pupils' reports do not communicate clear information for parents about their child's attainment and progress across the curriculum. Leaders provide the local authority with the required information relating to the use of funds for any pupils who hold an education, health and care (EHC) plan.
15. Leaders build and maintain constructive links with external agencies. For instance, they arranged for staff to receive training from the local authority attendance officer to help the school support pupils' attendance effectively. Leaders in the early years attended training relating to understanding children's sensory needs. As a result, classroom practices and resources are established effectively so that children's sensory needs are identified and supported well.
16. Leaders promote a vigilant and thorough approach to the management of risk. A matrix of risk assessments ensures that staff regularly and carefully check all areas of the school's provision and assess them for potential risks. Leaders provide systematic oversight of risk assessments, including before and after off-site excursions, to ensure that risk assessments remain suitable. Staff have a thorough understanding of the importance of identifying and mitigating risks so that pupils' wellbeing is promoted.

17. The school implements a suitable complaints policy. Leaders quickly and effectively deal with any informal concerns in a cordial manner. Leaders respond to any formal concerns in accordance with the published timescales. They maintain detailed and clear records of complaints, and of any actions taken in response.
18. The school fulfils its responsibilities under the Equality Act 2010. Leaders implement an appropriate accessibility plan which they review regularly. Leaders are quick to make reasonable adjustments, for example by revising the timetable, so that pupils are supported effectively in accessing all parts of the broad curriculum.

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

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

Section 2: Quality of education, training and recreation

20. Leaders implement a well-planned curriculum which covers all the required areas of learning. Leaders plan and monitor the curriculum effectively by conducting learning walks, visiting lessons and consulting with subject teachers. Teachers plan stimulating curriculum enrichment activities such as when pupils learn about ancient civilisations during the school's annual 'discovery week'. Leaders provide pupils with effective opportunities to explore, question and investigate aspects of the curriculum. For example, when appropriate, staff make effective use of 'investigation stations' around school so that pupils discover new knowledge and widen their understanding about topics such as fossils and myths. The curriculum supports pupils' understanding of values such as respect and inclusion. For instance, pupils learn about diverse cultures from around the world through the celebration of international days. As a result of the stimulating curriculum, pupils extend their knowledge and skills. They develop an empathetic understanding of the world and are prepared well for the next stage of their education.
21. Teachers have secure subject knowledge, plan lessons carefully and use effective teaching methods. For example, in science, when appropriate, pupils undertake practical experiments and are taught to predict, test fairly and write considered and detailed conclusions. In mathematics, staff teach pupils how to approach more complex operations such as simultaneous equations by clearly explaining appropriate mathematical methods so that pupils are able to apply these confidently. As a result of effective teaching strategies, pupils make consistently good progress in their work.
22. Pupils demonstrate diligent and motivated attitudes towards their learning. In English, for instance, pupils collaborate well with others and listen carefully to opposing opinions when discussing topics such as disability and discriminatory attitudes represented by some characters in texts. Pupils select and use resources responsibly in mathematics to support their understanding and knowledge about adding and subtracting decimal numbers. In art, pupils experiment, evaluate their work carefully and identify areas to improve, for example through exploration of different colour combinations.
23. Academic leaders meet every week to track, monitor and discuss pupils' progress. Leaders compare and analyse pupils' current levels of attainment and adapt the curriculum as required. Leaders, for example, implement challenging problem-solving activities for pupils with higher prior attainment and supportive subject clinics for those whose learning requires further consolidation. Staff provide pupils with individual guidance, often through clear marking and feedback, so that they understand the qualities of their work and how to make further progress.
24. In the early years, leaders plan lessons and activities carefully so that children develop their communication and language skills well. In drama, for example, children talk about their topics and explore aspects of these in their acting. In computing lessons, children in Reception discuss how to design repeat functions and confidently use computing terms. Teachers plan stimulating mathematics lessons, such as when children practise counting items in different contexts. Children learn, practise and write the sounds that letters make, which supports their reading development effectively. As a result of these opportunities, children learn to use language confidently.
25. Leaders plan carefully so that pupils who have special educational needs and/or disabilities (SEND) are supported effectively. Leaders meet regularly to discuss these pupils and to systematically monitor their progress. They provide pupils who have SEND with individual education plans (IEPs) which are shared with parents. This means that parents are informed about the individual learning

programmes implemented by the school. Pupils who have SEND are encouraged well and supported effectively so that they make good progress from their starting points.

26. The school supports pupils who speak English as an additional language (EAL) effectively. Teachers provide adapted resources, when required, so that pupils' individual language needs are met well. For example, when appropriate, pupils use digital platforms to translate resources into their first language. Staff provide pupils who speak EAL with additional support lessons and vocabulary lists when needed so that they extend their knowledge and understanding of the English language. As a result, pupils who speak EAL develop their language and communication skills effectively.
27. Leaders implement a broad range of extra-curricular activities. Pupils develop their musical performance skills, for example, through participation in the choir and instrumental ensembles. Leaders provide opportunities for pupils to learn about and develop skills in sports that are sometimes new to them, such as badminton, archery and dodgeball. Pupils attend a 'spy club' and extend their thinking and understanding by solving mysteries and problems. The stimulating programme of extra-curricular activities provides pupils with opportunities to discover new interests and to develop self-esteem and confidence.

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

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

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

29. Leaders ensure that pupils' emotional wellbeing is promoted consistently effectively through the pastoral care that the school provides. Staff act as positive role models and demonstrate kindness and respect. Pupils learn from their teachers and establish firm and inclusive friendships. As a result, pupils approach their education positively and with confidence.
30. Leaders provide well-planned opportunities for pupils to develop an understanding of spirituality. Pupils are taught about major religions in religious education (RE) lessons and continue their learning about different faiths and cultures in assemblies. Pupils participate in environmental studies lessons and staff encourage them to interact with the outdoor environment in a peaceful and reflective manner.
31. Leaders teach a well-planned and age-appropriate PSHE curriculum which includes a suitable relationships and sex education (RSE) component. Pupils participate well in their lessons, for example when they collaboratively discuss scenarios exploring the difference between respectful and unkind behaviours. Pupils learn about appropriate themes such as how to form respectful relationships and the importance of consent. They practise strategies to manage their emotional responses to challenging situations. Leaders teach pupils about the importance of sleep and nutrition and the onset of adolescence and puberty. As a result, pupils learn to take responsible and well-informed decisions to promote a balanced and healthy lifestyle.
32. Leaders provide a well-planned physical education (PE) programme. Pupils represent the school in competitive fixtures. Leaders teach specific sporting skills which pupils use effectively in matches, such as how to extend the arm and hold the ball when bowling in cricket, as well as the importance of treating opposing teams with respect. Leaders implement an appropriate PE curriculum which encourages pupils to develop skills in balance, agility and hand-eye co-ordination. Pupils participate actively in PE activities and learn that exercise contributes to a balanced lifestyle and positive mental health.
33. Leaders set high expectations for behaviour and pupils typically behave well. Positive behaviour is reinforced through the award of weekly certificates and house points. Children in the early years are rewarded with stickers. Leaders have recently implemented a new behaviour policy and strategies to further improve pupils' behaviour. Pupils have a well-developed understanding of these new systems. However, staff do not consistently address some low-level disruption effectively in line with the revised policy and behaviour strategies.
34. Leaders support pupils' understanding of bullying and the harm it causes through effective PSHE lessons and assemblies. Pupils are taught to behave towards others in a responsible and moral manner. Leaders respond quickly and appropriately to any reporting of unkind or bullying behaviour. As a result, incidents of bullying are rare.
35. Leaders in the early years provide a wide range of indoor and outdoor lessons to promote children's development. Specialist PE staff teach the children a range of skills such as catching, throwing and running. Children explore the outdoor environment, searching for bugs and caterpillars and learning about the natural world. In music, pupils learn to sing and perform songs, clap in time and identify

the musical pulse and beat. As a result of such opportunities, children learn with enjoyment and develop self-esteem and confidence.

36. Leaders implement a systematic and thorough approach to health and safety. Those with specific responsibilities for health and safety conduct regular checks of the premises and ensure that equipment is serviced and maintained appropriately. Several staff are trained as fire wardens. Pupils regularly rehearse fire evacuation and lockdown procedures. Staff receive training so that they know how to quickly report any health and safety concerns. Once reported, concerns are recorded and dealt with in a timely manner. The advisory board provides support and robust oversight of the school's health and safety procedures. As a result, the premises and accommodation remain suitable and secure for pupils.
37. Well-deployed staff supervise pupils effectively throughout the school day and during off-site activities. Leaders maintain a suitable staff-to-child ratio for supervising children in the early years.
38. Leaders provide appropriate first aid and medical provision. Appropriately trained staff manage the administration of first aid in a competent and suitable manner. Several staff are provided with first aid training, including paediatric first aid for those who work in the early years.
39. The school maintains appropriate admission and attendance registers. Leaders scrutinise attendance data carefully and respond quickly to any concerning patterns. Leaders notify the local authority when pupils join or leave the school at non-standard transition points.

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

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

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

41. Leaders carefully teach pupils about cultural diversity and values such as inclusion, tolerance and respect. Pupils learn about equality in assemblies and explore the harmful consequences of treating others in a discriminatory manner. There are regular international days during which pupils learn about cultures, religions and traditions from different countries and communities. The curriculum supports pupils' understanding of the world through appropriate lessons. Pupils learn, for example, about African printing in art lessons and explore Brazilian culture and the importance of conserving rainforests in humanities. Pupils develop their understanding about the importance of respecting people's protected characteristics, such as sex, race or belief, so that they are prepared well for life in British and global society.
42. Leaders provide pupils with well-planned opportunities to learn about money and finance. Children in the early years make products and use toy money to learn about production, buying and selling and the value of different coins. Older pupils participate in the 'fiver challenge' when they work in groups to design and market products to raise money for the charities supported by the school. Pupils write business plans and are taught about cost, profit margins and advertising.
43. Pupils learn about democracy, law and order and how to conduct themselves in a morally considerate and responsible manner. Pupils learn why democratic societies establish laws and rules so that communities can live in an orderly and peaceful way. In PSHE lessons, pupils explore what makes Britain a democracy and understand that everybody is entitled to freedom and personal choice. In history, older pupils are taught about legislation such as the Equal Pay Act and learn about the role of government and Parliament. Staff ensure that any discussions that include political themes or content are conducted impartially and without bias.
44. Leaders provide a range of suitable opportunities for pupils to hold responsible positions and serve others. Pupils in Year 6 are appointed as prefects and captains. Prefects serve as ambassadors when guiding visitors on tours around the school whilst house captains help to organise school events such as sports day. Pupils throughout the school are elected to serve on the school council. They represent pupils by meeting with staff to discuss school provision. In response, leaders have provided additional breaktime resources and adapted lunch menus. Other pupils are elected onto the eco-committee. They meet regularly and successfully promote environmental messages about reducing food waste and single-use plastic. Pupils develop leadership qualities and learn that it is positive and responsible to provide help and service to the school community.
45. Leaders in the early years act as kind role models so that children learn how to behave in a respectful way towards others. They provide children with opportunities to be 'special helpers'. For instance, children are given responsibilities to be line leaders, cutlery monitors and friendship ambassadors. Pupils share resources and ideas and work collaboratively when they build ambitious models and play games. Staff teach pupils to listen carefully to others and to be patient and supportive when others are giving their point of view. As a result, children develop an effective understanding of how to behave courteously, responsibly and helpfully.
46. Leaders provide a range of opportunities for pupils to learn about British institutions. The local police and the fire service visit the school to discuss their roles in helping and protecting communities. Pupils in Year 6 are taught about British society at the end of World War 2 and learn

about the introduction of the National Health Service. Pupils regularly attend Remembrance events and meet representatives of the British Legion. As a result, pupils develop an appropriate understanding of the work that British institutions do to support and help others.

47. The school maintains constructive and supportive links with the local community. The choir, for example, sings to residents in a local care home. Pupils support the environment by helping to plant trees in the local area. They collect food for the local foodbank. Pupils choose which charities the school supports, and the charity committee helps staff to organise events to raise money for these charities. For example, pupils attend school discos, participate in a sponsored reading event and arrange secondhand toy sales. Such activities develop pupils' understanding of social responsibility and ability to support their local community.

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

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

Safeguarding

49. Leaders maintain a thorough approach to safeguarding throughout the school. They regularly review the safeguarding policy and procedures to ensure that it reflects current statutory guidance. The advisory board provides systematic oversight of the school's safeguarding arrangements.
50. Leaders provide staff with effective induction training. This includes training about the 'Prevent' duty relating to concerns about radicalisation and extremism, child-on-child abuse and how to respond to and report any safeguarding concerns. Staff attend weekly meetings which include appropriate information about any emerging safeguarding concerns and provide a 'safeguarding tip of the week'. As a result, staff have a secure understanding of the school's safeguarding practices.
51. Leaders with designated safeguarding responsibilities are trained appropriately for their role. They consult appropriate local safeguarding partners in a timely and constructive manner when safeguarding concerns arise and refer concerns on to them when required. Leaders maintain thorough and clear safeguarding records in line with current statutory guidance.
52. The school provides pupils with appropriate methods to seek support, if required. Pupils have a secure understanding about the importance of requesting help and know how to do so. Pupils, for example, know who the safeguarding team are and that they can talk to any member of staff. Leaders provide a 'wellbeing room', where pupils can seek support from experienced staff, and 'worry boxes' in classrooms which are regularly checked.
53. Pupils are taught about personal safety effectively. For instance, pupils in Year 3 attend a local safety event where they learn about emergency first aid and how to call the emergency services. Pupils are taught about online safety through assemblies, computing lessons and an annual online safety week. They learn about practices such as changing passwords frequently, not sharing personal information and reporting any suspicious online activity to a trusted adult. The school implements a robust filtering and monitoring system. Leaders investigate any alerts that are raised in a timely manner.
54. Staff who work in the early years adhere to specific safeguarding expectations relating to working with young children. Parents and visitors to the early years are reminded to follow the school's policy for digital devices. Staff securely lock their mobile phones away during the school day.
55. Staff systematically carry out all required safer recruitment checks before any adult begins working at the school. These recruitment checks are accurately recorded on a suitable single central record of appointments (SCR). Leaders receive specific training to help them ensure that the school's recruitment procedures are robust and thorough.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Broughton Manor Preparatory School
Department for Education number	826/6013
Registered early years number	EY254264
Address	Broughton Manor Preparatory School Newport Road Broughton Milton Keynes Buckinghamshire MK10 9AA
Phone number	01908 665 234
Email address	head@bmprep.co.uk
Website	www.bmprep.co.uk
Proprietor	Chatsworth Schools Ltd
Chair	Mrs Viv Thompson
Headteacher	Mrs Katy Joiner
Age range	0 to 11
Number of pupils	291
Number of children in the early years registered setting	59
Date of previous inspection	22 to 24 June 2022

Information about the school

57. Broughton Manor Preparatory School is an independent co-educational day school in Milton Keynes. The pre-prep section of the school educates Reception children and pupils in Year 1 and Year 2. The preparatory school teaches pupils in Years 3 to 6. The school has been governed by Chatsworth Schools Ltd since December 2022. The proprietor's oversight is supported by an advisory board. The current headteacher took up her position in September 2024.
58. There are 144 children in the early years. Of these, 59 are in the separately registered setting for children aged 0 to 3 years. The registered setting was inspected separately by Ofsted at the same time as the ISI inspection.
59. The school has identified 30 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
60. The school has identified English as an additional language for 20 pupils.
61. The school states that its aims are to create a happy environment where children matter most and to extend their potential as much as possible. The school endeavours to develop academic excellence by providing the highest educational standards and a broad curriculum. It seeks to teach pupils to be respectful and courteous and to value positive behaviour. The school aims to prepare its pupils so that they join their senior schools with confidence.

Inspection details

Inspection dates

10 to 12 June 2025

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

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour and scrutiny of related documentation
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. The inspection team considered the views of pupils, 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**.

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