



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Broughton Manor Preparatory School

June 2022

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School's Details

School	Broughton Manor Preparatory School		
DfE number	826/6013		
Early Years registration number	EY254264		
Address	Newport Road Broughton Milton Keynes Buckinghamshire MK10 9AA		
Telephone number	01908 665234		
Email address	info@bmprep.co.uk		
Joint Heads	Mrs Rachel Smith Mr Jeremy Smith		
Proprietor	Mrs Hilary Pauley		
Age range	0 to 11		
Number of pupils on roll	324		
	EYFS	225	Prep 99
Inspection dates	22 to 24 June 2022		

1. Background Information

About the school

- 1.1 Broughton Manor Preparatory School is a co-educational day school. The school is one of three schools overseen by a sole proprietor through Milton Keynes Preparatory Schools Limited, a registered company. The directors of the company are supported by an advisory governing body.
- 1.2 The school was established as a nursery in 1989. It comprises the nursery, for children aged 2 months to 3 years, which includes an Early Years Foundation Stage (EYFS) registered setting; the pre-prep for EYFS children aged 3 to 5 years of age and pupils in Years 1 and 2; and the preparatory department for pupils in Years 3 to 6.
- 1.3 Since the previous inspection, the management team has been restructured, including the appointment of two joint heads in 2020. There has been development of the school's facilities.
- 1.4 The inspection considered the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.5 The school's aim is to provide a happy environment in which the welfare of its pupils is prioritised and their potential may be extended to the full. It seeks to develop pupils' academic excellence by providing the highest educational standards within a broad curriculum and by ensuring all pupils participate in activities which they enjoy. The school endeavours to teach pupils self-respect and respect towards others, whilst preparing them for their senior-school life and beyond.

About the pupils

- 1.6 Pupils come from a diverse range of cultural and professional backgrounds in the Milton Keynes area. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly above average for those taking similar tests. The school has identified 28 pupils as having special educational needs or disabilities (SEND), primarily of dyslexia or other processing needs, but also behavioural and emotional needs; all receive additional support for their educational needs. No pupil has an education, health and care (EHC) plan. There are 32 pupils who speak English as an additional language (EAL). More able pupils are provided with differentiated tasks and opportunities to develop their talents and interests.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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, and the school is required to take the actions specified.

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.

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 published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), and [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 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

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 All pupils receive relationships education, and pupils in Year 6 receive relationships and sex education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.

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

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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, the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

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

3. The quality and standards of the Early Years Foundation Stage

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

- 3.1 The overall effectiveness of the early years provision is good.
- 3.2 Since the previous inspection, the school has developed its outdoor provision successfully, which now comprises an excellent range of resources and activities which all children are able to access, meeting the recommendation of that visit.
- 3.3 Relationships among children, parents and staff reflect a warm, positive, and respectful culture. The setting offers a friendly environment where children feel safe and secure. When children are dropped off at the beginning of the day, they happily proceed into the nursery with their known key worker. During their daily routines, children enjoy exploring the setting and are nurtured and comforted appropriately and effectively.
- 3.4 Leaders and practitioners plan meticulously to ensure that the curriculum meets the needs and developmental stage of all children, including those with EAL and SEND. Practitioners are highly skilled in planning and overseeing activities and ensuring that children of all needs and developmental stages engage, interact and learn. As a result, children make excellent progress relative to their starting points.
- 3.5 Staff show that they understand their responsibility to protect children, and they vigilantly superintend them.
- 3.6 Systems operate for the supervision and support of staff. Meetings lack sufficient frequency to enable a consistent review of curriculum strengths and successes and to ensure systematic staff development.
- 3.7 Oversight at governance level ensures that duties in safeguarding and other areas, including Prevent, are fulfilled effectively overall. However, oversight has been inconsistent in its understanding of the EYFS regulations with respect to notifications required to be sent to Ofsted, although errors were rectified by the close of the inspection.

Quality of education

- 3.8 The quality of education is outstanding.
- 3.9 Leaders ensure that the setting's curriculum intentions are met and that their implementation is embedded securely and consistently across the provision. The school's planning has strong regard for the children's next steps, which ensures that all children make excellent progress relative to their starting points. Staff work closely with the children allocated to them as their key worker, often on a one-to-one basis. They challenge children and enable them to progress their learning, ensuring that all children, including those with SEND and/or EAL, achieve the best possible outcomes.
- 3.10 All staff have high expectations of what each child can achieve, offering sufficient challenge to each individual child to fulfil their potential. Staff demonstrate a strong understanding of what skills children are developing for their future learning. They carefully listen to and question children to support and extend their learning through high-quality, encouraging and supportive interactions. Children are extremely well prepared for their next stage.
- 3.11 Children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning. For instance, they discovered a variety of objects buried in a sand pit and then successfully investigated their attributes, including colour and shape. Children of 20 to 24 months fed themselves with a spoon very competently. Children explore the indoor and outdoor play areas with independence, and enthusiastically join in with songs and nursery rhymes, anticipating the physical actions associated with the music. They demonstrate a range of skills in their play, including climbing, tunnelling, building, making and pouring. They were able to move competently from one

room to another, negotiating stairs safely and demonstrating effective co-ordination. Children speak with fluency and confidence appropriate to their age, for instance in their response to the stories they hear.

Behaviour and attitudes

- 3.12 Behaviour and attitudes are outstanding.
- 3.13 Children are confident and inquisitive in trying new activities and in engaging with their environment. For instance, when exploring a new activity with oranges and lemons in a water tray children demonstrated positive attitudes to learning and were well equipped to embrace the opportunities presented to them. Staff, whom the children trust, play a key role in modelling such activities. Children show much enjoyment and concentration in their activities, for instance in singing songs.
- 3.14 Children demonstrate their highly positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children show resilience and keep trying if at first they find something difficult. For example, some children found sharing a drum during a music activity challenging. They persevered, benefiting from the support of the practitioners around them, who used positive language and role-modelling to encourage their success.
- 3.15 Children are given excellent opportunities to choose from the accessible resources across the rooms and in the garden areas and do so with much success. They move from one activity to another with high levels of confidence. Practitioners support the children's exploration well by drawing their attention to matters of note, smiling and offering encouragement along the way.
- 3.16 Relationships among children, parents and staff reflect a warm, positive and respectful culture. Children feel safe and secure. They demonstrate a secure understanding of why rules are in place and recognise the impact of their behaviour on others. Practitioners often sit at the children's height level to show that they are physically and emotionally available to them, and routinely model gentleness and kindness in their interactions with the children.
- 3.17 The setting promotes children's attendance and supports parents by providing flexible drop-off and pick-up arrangements. Practitioners investigate absences promptly.

Personal development

- 3.18 The personal development of children is outstanding.
- 3.19 The curriculum and provision promote and support children's emotional security with great effectiveness. The setting sustains the development of children's characters with much success in a safe and welcoming environment. Staff demonstrate a deep understanding of the children's needs and support them effectively. For example, during lunch times dietary requirements were adhered to carefully in each of the rooms.
- 3.20 A well-established system of key-person relationships enables children to form secure attachments and promotes their general well-being. It encourages independence and resilience, for instance by encouraging children to take appropriate risks, such as when climbing the stairs in and out of the rooms, being supported appropriately when required. Children are also guided effectively as to when they may encounter risks. Relationships between staff, babies and toddlers are excellent. Staff are warm, positive, sensitive, stimulating and responsive.
- 3.21 Children are introduced to a wide and rich set of experiences that strongly promote and develop their respect for those around them. These strengthen the provision and provide an excellent learning experience for the children. Staff use mealtimes as occasions for the children to practise their social skills, for instance by organising small group sittings and encouraging good manners and conversation. The children are also encouraged to try new foods and eat their food independently.

- 3.22 Consistent hygiene practices ensure that the personal needs of the children of all ages are met extremely effectively. Practitioners teach the children to become increasingly independent in managing their personal needs, for example through teaching them how to wash their hands regularly.
- 3.23 The setting consistently and strongly promotes children's understanding of fundamental British values. For example, in a music lesson children respectfully listened to each other when they introduced their pieces and during their drum performances.
- 3.24 The setting successfully promotes children's well-being through effective implementation of safeguarding policies and practices.

Leadership and management

- 3.25 Leadership and management are good.
- 3.26 Leaders and practitioners have a clear and suitably ambitious vision for the setting. They provide high-quality inclusive care and education to all children, including those with SEND. This is realised through a strong sense of shared values and beliefs, and the implementation of policies and good practice.
- 3.27 Leaders engage well with children, parents, schools and local services.
- 3.28 The setting has strong links with parents, who have a very positive view of the setting. The questionnaire responses indicate parents' appreciation of the care that their children receive and the progress that they make.
- 3.29 Leaders lead by example and are aware of the pressures on staff. They support staff appropriately and effectively to ensure that their workload is manageable. Although systems operate for the supervision and support of staff, meetings lack sufficient frequency to enable consistent review of curriculum strengths and successes and to ensure systematic staff development.
- 3.30 Governance ensures that the setting has good resources. Oversight at governance level ensures that duties in safeguarding and other areas, including Prevent, are fulfilled effectively overall, enabling the setting to identify and support children in need or at risk of harm. However, governance has been inconsistent in its understanding of the EYFS requirements. At the beginning of the inspection, the school had not fulfilled the requirement to notify Ofsted of a change of manager within 14 days. This was rectified by the close of the inspection.

Compliance with statutory requirements

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

Recommendations for further improvement

The school is advised to make the following improvements to its provision for children in the early years:

- Improve governance oversight by ensuring that understanding of statutory requirements is enhanced.
- Schedule sufficiently regular supervision sessions with staff to enable more consistent development of the setting and more effective review of curriculum implementation.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions 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 periods and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Millan Sachania	Reporting inspector
Mr Shaun Wilson	Compliance team inspector (Bursar, IAPS/GSA school)
Mrs Allison Skipper	Co-ordinating inspector for early years (Head of pre-prep and nursery, IAPS school)