



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Broomfield House School**

**September 2022**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
<b>3. Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
<b>4. Inspection Evidence</b>	<b>13</b>

## School's Details

<b>School</b>	Broomfield House School		
<b>DfE number</b>	318/6050		
<b>Address</b>	Broomfield House School Broomfield Road Kew Gardens Richmond Surrey TW9 3HS		
<b>Telephone number</b>	020 8940 3884		
<b>Email address</b>	office@broomfieldhouse.com		
<b>Headteacher</b>	Mrs Susie Byers		
<b>Proprietor</b>	Dukes Education		
<b>Age range</b>	3 to 11		
<b>Number of pupils on roll</b>	175		
	<b>EYFS</b>	43	
	<b>Infants</b>	42	<b>Juniors</b> 90
<b>Inspection dates</b>	20 to 23 September 2022		

## **1. Background Information**

### **About the school**

- 1.1 Broomfield House School is an independent, co-educational day school, founded in 1876. Since the previous inspection the school has appointed a new head, in 2019, had a change of ownership, and the outdoor area has been developed, to include a reflection space around the pond. The school has been part of Dukes Education since 2019, which is owned by a proprietor who is supported by a board of advisory governors.

### **What the school seeks to do**

- 1.2 The school aims to provide a welcoming, caring, safe community in which every child achieves academically and personally in a family atmosphere. It seeks to help children develop a clear sense of right from wrong and to provide a broad curriculum to nurture lively, enquiring minds with a love of learning. The objective is to embed a strong culture of values such as kindness, curiosity, creativity and courage, ensuring that at each stage, pupils will be equipped with suitable skills and self-confidence for the next phase of their life.

### **About the pupils**

- 1.3 Pupils come mainly from local professional families, living in the area of Kew, Richmond and Chiswick. Data supplied by the school indicate that the ability of pupils is above average, in relation to the average for those taking similar tests nationally. The school has identified ten pupils with special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupils in the school have an education, health and care (EHC) plan. A total of 20 different languages is spoken by pupils at home. For 36 pupils, English is an additional language, and two pupils receive additional support for English. The school has identified 23 pupils as being the more able within the school's population and provides extension and enrichment activities for them.

## 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. 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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, 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, and relevant 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 Pupils receive relationships 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, and 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. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

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

- Pupils of all abilities make rapid progress so that, by the time they leave, they achieve extremely well.
- Pupils throughout the school are highly effective communicators.
- Pupils have excellent attitudes towards their learning, and their knowledge, understanding and skills are highly developed for their age.
- Pupils are extremely confident at handling numbers and calculation; they relish challenge and regularly collaborate whilst solving problems.

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

- Pupils demonstrate an acute understanding of right and wrong and a mature appreciation of the importance of kindness.
- Pupils have excellent levels of self-knowledge and strong resilience.
- Pupils are extremely respectful towards one another and value diversity within the school community.
- From the earliest age, pupils actively support each other in a highly collaborative atmosphere, respecting and recognising individual differences and needs.

#### Recommendation

3.3 The school is advised to make the following improvement:

- Strengthen pupils' use of information and communication technology (ICT) across the curriculum.

#### The quality of the pupils' academic and other achievements

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

3.5 Pupils achieve well above the expected level for their age and ability by the time they leave the school. Pupils' excellent achievement owes much to senior leaders' extremely effective monitoring of teaching and learning. Progress is rapid and is especially marked in pupils identified for small-group support, including those with SEND and EAL. More able pupils make similarly notable progress. For instance, it was evident that all pupils in Year 3 gained a clear idea of the different functions of the skeleton, facilitated by fast-paced teaching, well planned to meet the needs of all. All parents who

responded to the questionnaire agreed that their children's particular individual educational needs are met effectively. Pupils speak with pride about their achievements, including in external entrance examinations, and are effusive in their praise of the contribution made by their teachers to their preparation, thus ensuring successful fulfilment of the schools aim for every child to achieve academically and personally.

- 3.6 Pupils develop high levels of knowledge, skills and understanding as they progress through the school. This is a result of high expectations and a thorough knowledge of each pupil, delivered by capable and committed staff. All pupils apply their learning and understanding highly effectively. This was seen by older pupils in science who demonstrated excellent knowledge of and understanding for the need to give tall structures a secure, strong base and developed these skills through designing a triangular cross beam to increase rigidity. Pupils in Year 4 understood how to use figurative language through empathising with a role in a story. Children in the EYFS accurately recited the days of the week and applied this understanding to what day was yesterday and what day it would be tomorrow. They are highly successful for their age in the acquisition of linguistic skills. Pupils in Year 2 accurately and confidently named different colours in Spanish. Pupils are accomplished artists across a range of media as seen in lessons, work scrutiny and wonderful displays around the school. Pupils across the age range have excellent performance skills in singing and drama.
- 3.7 Pupils are skilled communicators, articulate and confident. They listen most attentively and eagerly volunteer their views during class discussions, showing clear expression and an ability to convey different viewpoints. For example, in an English lesson in Year 6, pupils used a high level of vocabulary to discuss the description of a swamp and, through judicious questioning and wonderful patience, less confident, less eloquent pupils could consolidate their ideas before having to say them in front of the class. In a lesson in Year 3, pupils were describing images from the *BFG* and developed their communication skills by talking in groups to expand their use of adjectival phrases, all eager to share their individual thoughts. Pupils with SEND and EAL contribute well to class discussions, because they feel confident in the safe and nurturing environment of the school and are supported by skilled teaching assistants in every lesson. Pupils talked happily to the inspectors whilst at lunch about their experiences at school and their enjoyment of the freedom to express themselves and their opinions. Pupils' reading and writing skills are of an excellent standard. Their writing demonstrates creativity and empathy, using increasingly sophisticated language and content, with great care taken in the presentation of their work.
- 3.8 Pupils of all ages show high levels of numerical competence, successfully utilising their excellent calculation skills both in mathematics and across the curriculum. Older pupils explained how they enjoy the challenge of solving problems, with the most able pupils demonstrating highly advanced skills to solve algebraic equations. Children in the EYFS made rapid progress in open number work by selecting extension activities appropriate to their level. Scrutiny of work demonstrates pupils' confident application of numeracy skills and knowledge in other subjects. Younger pupils in cookery club confidently used scales to accurately weigh ingredients to make flapjack whilst, in physical education (PE), pupils in Year 5 confidently applied their mathematical knowledge of number to calculate distance completed in a multistage fitness test. Furthermore, in discussions with inspectors, older pupils new to the school, explained that any anxieties they may have had about numeracy prior to joining, were replaced by confidence. This is as a result of the careful and targeted support provided for every pupil through the effective Individual Learning Enhancement (ILE) programme
- 3.9 Children begin to acquire skills in ICT in the EYFS, learning to use different programmes to present and interpret information and to write in code as they move throughout the school. Older pupils are able to present their research to an audience, and some have used their high-level ICT skills to produce presentations for their peers. Pupils understand the difference between ICT as a subject and its use to support learning, and when given the opportunity, they show confidence in applying it more widely to other areas of the curriculum. In some lessons, ICT was fully integrated and greatly enhanced pupils' learning. For example, in art, pupils in Year 5 skilfully used individual tablets to deepen their

understanding of working with layers on their portraits, inspired by the work of Giuseppe Arcimboldo. However, lesson observations indicated that the use of ICT to support learning is limited overall, and pupils confirmed this view in their conversations with inspectors.

- 3.10 Across the school, pupils show increasing proficiency in their study skills so that by the time they leave, they are highly analytical and able learners. Pupils describe how they use taught strategies to sense-check and self-edit their work, which they do adeptly. They describe approaches such as the 'green growth pen' to identify opportunity to improve the quality of their first drafts, with many pupils informing the inspectors that mistakes are simply learning opportunities. Pupils in Year 3 showed a superb understanding of exoskeleton and endoskeleton accurately hypothesising in a think-pair-share activity as to what each animal was, whilst pupils in Year 5 were able to synthesise methods for improving their cardiovascular capacity, based on effective analysis of their experimental findings. A younger group hypothesised knowledgeably, about what might happen with a new monarch, regarding such things as coins, stamps and passport facilitated by excellent teaching input. Pupils' analytical skills are also excellent, as demonstrated by the oldest pupils' analysis of a text resulting in some wonderful phrases to create tension, such as 'her heart was pounding profusely' and 'a lump disguised under a coat of leaves'.
- 3.11 Pupils are highly successful within the formal curriculum and beyond. They achieve considerable success in entrance examinations to schools with high standards of entry, including a good number of academic and other competitive scholarships. They have also achieved plaudits in a number of local, regional and national competitions in diverse pursuits such as the arts, music, culture and sport. In a range of activities, pupils' achievements are closely matched to their experience levels; where necessary, individuals' requirements are accommodated sensitively and creatively, allowing pupils to have a healthy sense of their own achievement. Pupils describe the immense sense of achievement and satisfaction gained from performing in a recent musical production of *Chitty Chitty Bang Bang*, irrespective of their role, thereby ensuring that the school's leadership team and governance have been successful in achieving their aim of providing a broad curriculum to nurture lively, enquiring minds with a love of learning.
- 3.12 Throughout the school, pupils display decidedly positive attitudes and an enthusiasm for learning, as evidenced by their endeavours in all lessons and activities observed during the inspection. They are highly productive when working individually, with a learning partner or in a group. The youngest children explore their aesthetic and creative talents through a balanced curriculum and demonstrate a love of learning and thirst for knowledge which amplifies and matures into scholarship at the top of the school. Their willingness to take responsibility for their own learning is fostered by their teachers who stimulate discussion by asking thought-provoking questions and thereby creating a positive and supportive atmosphere which instils confidence in pupils. Pupils' excellent attitudes to learning, are acknowledged through the rewarding of positive behaviour through verbal praise, house points, lollipop stickers and sought-after mentions in the weekly newsletter. The pupils value their community and gain a sense of personal achievement and satisfaction from contributing to the success of the school. The school's implicit culture and sense of family that is strongly promoted by the leadership team, underpins the pupils' desire to do their best. Furthermore, clear tracking of achievements guarantees every pupil has the opportunity to shine.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils across all ages have the confidence to share ideas and exhibit high levels of self-esteem in a humble and respectful manner. They are self-reflective and self-disciplined with an excellent understanding of how to improve their own learning. They respond well to positive criticism from teachers or peers and see making a mistake as an opportunity to learn. They display strong resilience and perseverance and understand the importance of this as a skill which will be vital in their futures.

Pupils are highly motivated and well prepared for the next stage of their lives, helped by the exceptionally high standard of pastoral care that they receive from the support staff, teachers and leaders. This was illustrated in assembly when pupils, confident in their supportive community, put their hands up to answer questions and volunteered information freely. In all areas of the school, pupils engage in activity in an uninhibited fashion clearly confident even in areas out of their natural comfort zone.

- 3.15 Pupils show an extremely good understanding that decisions they make can be instrumental in determining their own future success and well-being. They make sensible choices of activities, following their interests to broaden their learning. Choice is a common feature of many lessons as seen in an older class mathematics lesson where pupils were witnessed self-selecting challenges at an appropriate level or, in a geography lesson, pupils in Year 1 correctly deciding where to place the names of the constituent countries of the UK on an outline map. Pupils make sensible choices of food at lunchtime, having been involved, through the school council, in deciding how to revamp the school menu. Pupils understand that the decisions they make have an impact on their own well-being and on that of others, and they are diligent in seeking ways in which to minimise upsetting others when doing so, whilst taking heed of the school's advice to be honest and open.
- 3.16 Pupils have a heart for humankind, with a mature capacity to think beyond their own immediate lives. Kindness is embedded into all interactions, and they are willing to question the assumptions that may underlie stereotypes. For example, pupils in Year 3 challenged the notion of a wicked witch in a picture, saying that the witch looked nice because her eyes seemed kind. They are able to reflect with maturity on complex philosophical ideas such as whether it is 'good to make mistakes' or ever 'right to fight'. They appreciate that beauty can range from the form of a car to the clarity of sea water. The pupils' sheer delight in one such session when a spider came very close was palpable, as were the awe and wonder experienced by finding a 'precious snail' or taking care not to disturb the sleeping bees in the newly developed outdoor, quiet space. Throughout the school, pupils were joyous when singing together, singing well both in unison and in harmony. Furthermore, they show aesthetic appreciation for art, with older pupils identifying the work of Leonardo Da Vinci as inspiring.
- 3.17 Pupils show extremely strong moral development and distinguish clearly between right and wrong behaviours. Throughout all levels of the school, they behave with great courtesy and consideration for others; witnessed in a registration session when spontaneous applause broke out for a pupil who had won a medal, and they were observed holding doors open for each other without being asked, offering others daily greetings and showing genuine interest in each other's feelings. Pupils accept responsibility for their own actions, understanding that rules benefit everyone. They explained that the school values and expects excellent behaviour, as celebrated in assemblies, newsletters and correspondence with home. The success of these expectations is characterised by there being very few behavioural incidents amongst pupils; any that occur are dealt with swiftly and skilfully before any escalation of behaviour management is needed. The youngest children were seen negotiating effectively to avoid argument as they traded tools peacefully in the sand pit. Relationships are extremely positive, and a palpable culture of respect and tolerance pervades all aspects of school life.
- 3.18 Pupils are extremely socially aware, and their co-operative and supportive responses towards peers and younger children are instinctive. Younger pupils were often seen collaborating effectively, engaging in discussion, and enjoying successfully completed shared tasks, such as finding natural objects in an outdoor learning lesson. Older pupils form highly productive relationships with a clear sense of mutual respect with teachers, who know the pupils extremely well and clearly want them to succeed in all aspects of school life. These factors help pupils to develop into highly considerate and empathetic young people who demonstrate a great sense of loyalty to their school and who work together to fulfil common goals.
- 3.19 From the earliest age, children show a keen awareness of the needs of others. Pupils' contributions to the well-being of all within the school are obvious, positive, and highly effective. They are extremely willing to help and support their peers both inside and outside the classroom. For instance, a younger

pupil on realising that a classmate was left out of a game at breaktime went to immediately include them; an older pupil stopped an ICT activity, without hesitation, to help a peer who was struggling with a programming concept. The oldest pupils described with great pride their roles as leaders, such as specific prefect positions, as well as their fulfilment when acting as support for younger pupils, for example, when pupils in Year 5 go to help those in Year 1 learn how to tie their ties. They express themselves clearly about the value of having responsibility and maturely discuss the democratic process of elections for school council representatives. Pupils contribute productively to changes in their own community and charitable causes. Through discussions, it was clear that they are proud of the change to ensure gender-neutral uniforms and understand the importance of helping the wider community, such as raising money for the people in Ukraine and providing harvest boxes for less fortunate people in the local community.

- 3.20 Pupils engage naturally and without hesitation with those of backgrounds and cultures other than their own, in response to the ethos of kindness and mutual respect which permeates the school. Pupils' respect for each other's differences is fundamental to the positive relationships between pupils of all ages. Pupils are bound together by the warm, friendly and inclusive ethos of the community. Pupils have developed this understanding because leaders, governors and staff constantly promote the importance of kindness, positive mindsets and sharing worries. Parents support this positive picture with an overwhelming majority feeling that the school promotes values of democracy, respect and tolerance of other people. Pupils have a thoughtful awareness of British society and in particular the role of tolerance. Pupils confirmed in discussion that they aim to be the best version of themselves, recognising that others may have different views from themselves, but everyone is equally valued, irrespective of ability, opinion or belief.
- 3.21 Pupils understand how to be physically safe in terms of diet and exercise and show an extraordinarily positive mental attitude towards challenging academic demands. From the very youngest children with opportunities to discuss teeth and oral hygiene before an excellent show-and-tell session, to older pupils eloquently talking about what a balanced meal is, all pupils are aware of aspects of being healthy. They are keenly aware of the benefits of exercise and are given opportunities to develop a liking of physical activity through being introduced to a variety of sports. They are aware of how to maintain good mental health, understanding the need to balance stressful activities against others which offer relaxation and the protective nature of resilience to combat stress. Pupils describe support systems in place were things to go wrong, showing confidence in the professionalism and caring nature of staff.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assembly. 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

Mrs Ruth Loveman	Reporting inspector
Mr Oliver Chambers	Compliance team inspector (Assistant head, HMC school)
Mr Matthew Lovett	Team inspector (Former head IAPS school)