



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Breaside Preparatory School

November 2021

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School's Details

School	Breaside Preparatory School			
DfE number	305/6004			
Address	Breaside Preparatory School 41–43 Orchard Road Bromley Kent BR1 2PR			
Telephone number	0208 460 0916			
Email address	info@breaside.co.uk			
Executive Principal	Mrs Karen Nicholson			
Chair of governors	Mr James Carroll			
Age range	2 to 11			
Number of pupils on roll	368			
	EYFS	116	Juniors	252
Inspection dates	09 to 12 November 2021			

1. Background Information

About the school

- 1.1 Breaside Preparatory School is a co-educational independent day school. It is owned by Cognita Schools Limited. Cognita appoint a representative, the director of education, who chairs a team to carry out the normal functions of governance. The school opened in 1950 as a boys' preparatory school. After the family owners retired, it was incorporated into the Cognita group in 2004.
- 1.2 During the period March to August 2020, the prep school and the Early Years Foundation Stage (EYFS) setting remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.4 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.5 The school aims to celebrate each child as an individual and inspire a love of learning that extends beyond the classrooms, through a wide range of learning opportunities. It seeks to empower children to be world ready.

About the pupils

- 1.6 Pupils predominantly come from professional and business families who live in Bromley and the surrounding area. They represent a diverse range of backgrounds and cultures which are typical of the area. The school's own assessment indicates that the ability of the pupils is above average. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist support. English is an additional language (EAL) for 33 pupils, none of whom require additional support.

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 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 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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, including those with SEND, make excellent progress.
 - Pupils' attitudes towards learning are outstanding.
 - Pupils have an excellent understanding of their own learning and methods for improvement.
 - Pupils have extremely well-developed communication skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display exemplary behaviour.
 - Pupils are extremely kind and considerate to all members of the school community.
 - Pupils are very co-operative with each other in both learning and play.
 - Pupils have a strong appreciation of cultural backgrounds and diversity.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Extend further, and fully embed, the use of information and communication technology (ICT) across all areas of 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 The overall achievement of the pupils is excellent and successfully meets the aims and ethos of the school. Pupils of all abilities make excellent progress from their starting points due to effective use of assessment data that informs the planning and strategies of teaching. Children in the EYFS make excellent progress so that almost all meet, and the majority exceed, the expected level of development for their age in relation to the national average. Externally standardised tests including the EYFS profile, show that attainment is above, and in some cases well above, that of the national average for maintained schools. Most of the older pupils achieve success in gaining entry to senior schools of their choice against strong competition, with a number achieving a range of scholarships including academic, performing arts and sport. Pupils with SEND are monitored closely to ensure that their attainment and progress is relative to their peers. The achievement of pupils is enhanced by the willingness of senior leaders to adapt schemes of work and planning through the regular monitoring

of assessment data. The overwhelming majority of parents and pupils who responded to the pre-inspection questionnaire agree that teaching enables their child to make progress.

- 3.6 Scrutiny of the pupils' work and observations in lessons confirm the school's data that pupils make excellent progress in all areas of skills and knowledge. Children in the EYFS have advanced vocabularies and can identify accurately a range of different shapes that are displayed around the room, using appropriate language to name them. Pupils display strong and well-developed skills in all areas of learning. They make tangible progress in lessons and they demonstrate clear retention and recall of prior learning. Younger pupils, for example, effectively identified different food groups that they could recall from a previous science lesson during a class discussion. Pupils develop their musicality well through class and individual lessons. For example, older pupils accurately applied their knowledge of pitch to different notes when singing in a music lesson. Pupils can apply well-developed comprehension skills when they analyse different texts across the curriculum. As a result of careful questioning by class teachers, who are enthusiastic and have excellent subject knowledge, pupils develop the ability to transfer their understanding and skills between subjects. Pupils secure and deepen their understanding through the effective pace of the lessons and the wide range of engaging activities covered by the teachers.
- 3.7 The pupils' literacy skills are well developed across the school. They are articulate and confident communicators when speaking with each other, for example, when working in pairs in Year 4 English to identify key features of a diary. Throughout the school, they are keen to listen and share one another's ideas and opinions. They make effective use of the talking partners concept throughout the school. Pupils confidently converse with each other when discussing ways to improve their work. They are mature in the choice of language they use when speaking in lessons with adults. Children in the EYFS independently apply their understanding of phonics to write about their own experiences, for example, of things they have done at home. Pupils are adept at writing for different audiences and purposes. Younger pupils, in a literacy lesson, accurately chose appropriate phrases for their audience when writing about pandas in zoos and the wild. Older pupils display considerable breadth in the style that they write. They can use an extensive vocabulary through a variety of genres to express their thoughts and ideas. They take pride with their handwriting and the presentation of their work, which is a particular feature throughout the books that were sampled during the inspection. Pupils enjoy books and read well in relation to their age, developing strong comprehension skills to apply to other areas of their learning. Older pupils manage their own reading logs independently, and these help to shape their reading targets for the term ahead. Pupils demonstrate a quiet confidence when speaking in public and enjoy performing in front of their peers in lessons and assemblies, for example, when reading poems aloud on the subject of Remembrance.
- 3.8 Throughout the school pupils' numeracy skills are highly developed. They apply their knowledge and skills effectively both independently and collaboratively. Children in the EYFS can effectively identify the different sounds and vocabulary when counting in free choice activities. Pupils of all ages make excellent progress with numeracy and confidently apply their understanding within the subject to real life problems. Year 5 pupils worked out the different costs of buying houses through the use of long division and multiplication skills. Pupils can apply their understanding of the techniques they have learned to solve extended problems, as seen in Year 3 where they added three digit numbers using the column method to solve different questions. The most able pupils effectively apply numeracy skills to complex worded problems to extend their understanding and they choose more challenging questions in differentiated optional tasks. Pupils display high levels of competence with numeracy when completing self-assessment reflections on the work they have carried out during the term.
- 3.9 Pupils are confident when using the ICT skills that they have developed across some areas of the curriculum. For example, pupils in Year 6 have created computerised presentations on British values and famous historical black figures. They can effectively research different topics as introductions to new units of work. Year 5 pupils applied their ICT skills in a science experiment to create spreadsheets and apps to measure the decibels created through musical instruments that they had created. Older

pupils are confident users of online learning platforms and are able to access work and message through this medium. Pupils' learning is enhanced through the use of applications and other platforms in English and mathematics. Although pupils' ICT skills are well developed, for example, pupils in Year 6 manipulate design software creatively using CAD, these are not consistently embedded across all parts of the curriculum.

- 3.10 Pupils are able to draw information from a wide range of sources to support their learning and to complete their own independent research. For example, Year 5 pupils effectively used the internet and a range of books from the school library to effectively research different habitats of insects. Pupils spend time reflecting on how they can improve their work through a re-drafting process in English lessons. In science, they can hypothesise and predict outcomes for different experiments. For example, pupils took time to consider the different decibels that would be produced from musical instruments before comparing the final outcomes. Pupils enjoy opportunities to explore new concepts through the breadth of the curriculum, but opportunities for extension and inquiry for older pupils are not consistent across all subjects. Every parent who responded to the questionnaire felt that the school equips their child with the team working, collaborative and research skills they need in later life.
- 3.11 Pupils are proud of their achievements in curricular and extra-curricular activities and celebrate one another's successes as observed in the weekly celebration assembly. Children in the EYFS were observed eagerly taking part in a dance competition, moving rhythmically to the music. Many pupils learn at least one musical instrument and they participate keenly in the different musical groups and choirs that are available. Pupils achieve excellent results in music including scholarships to senior schools and success in music exams. A large number of pupils take part in the Young Voices singing performance. Pupils are encouraged to perform in dramatic events, such as the Year 6 annual drama production. They enjoy the many opportunities to perform in assemblies where they are encouraged to talk or perform to the school. Pupils are proud of the work they produce in art which is on display around the school including entries from different competitions that the pupils have entered. Pupils confidently talk about the range of sporting opportunities they take part in and several compete at local and regional level in football, skiing, netball and cricket. They are proud to represent their school in a number of sporting fixtures and events with other local schools.
- 3.12 Pupils' attitudes and commitment towards their own learning are outstanding. They produce high-quality independent work. They have extremely positive attitudes to study and this is reflected in the typically excellent work produced in class and beyond. Pupils are enthusiastic learners and enjoy taking on the differentiated challenges appropriate to their individual ability across a range of subjects that are displayed as part of the learning objectives. Pupils respond highly effectively to the useful feedback they receive from their teachers, their replies in purple pen demonstrating their understanding of what their next steps should be. In Year 6, pupils displayed a clear enjoyment of their learning when working on developing their skills in rugby. The leadership team place great emphasis on pupils developing these positive attitudes as they progress through the school and the planning of teaching encourages the development of these skills.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate high levels of self-confidence and self-awareness for their ages. This is recognised by parents who responded to the questionnaire, almost all of whom agreed that the school helps their children to be confident and independent. Older pupils display a well-developed level of maturity by the time they move on to their senior schools. Pupils feel safe, secure, valued and happy within the warm environment of the school community. They demonstrate a high awareness of their strengths and weaknesses through regular periods of reflection. For example, all pupils in Years 3 to 6 create their own targets in reading, writing and spelling. Regular feedback from most staff in lessons,

combined with clear targets for continued improvement, enable pupils to understand how well they are doing and what they need to do to develop further. Pupils' self-esteem is boosted when they receive house points in lessons and celebration assemblies, which are communicated to parents through an online programme. Children in the EYFS show how they feel about a piece of work through the use of happy and sad faces after they have completed it. Pupils develop resilience as they are guided through challenging curricular and extra-curricular activities. For example, Year 5 pupils talked openly about the challenges they faced overcoming a large climbing wall as part of a whole school offsite well-being day.

- 3.15 The pupils' well-developed personal skills are promoted by warm relationships provided by staff who know each individual pupil very well and carefully monitor their welfare. Throughout the school, pupils show kindness, courtesy and respect to each other, which was evident in the weekly celebration assembly when pupils shared in their different successes. Pupils enjoy making effective decisions about class guidelines through the creation of classroom charters. From the EYFS upwards, pupils develop an easy and supportive approach to their peers and adults alike. Pupils feel that they have ownership of their learning and they can make effective decisions to seek support if they have difficulties. Pupils make excellent use of suggestion boxes that inform the school council meeting agendas. For example, through suggestions made to school council, the pupils decided to carry out a rubbish collection day within the community.
- 3.16 Pupils develop a good spiritual awareness as they move through the school. They appreciate some non-material aspects of life and they display a strong sense of social responsibility when considering people less fortunate than themselves. For example, the pupils support a number of local charities and raise funds to support different charitable events. Older pupils demonstrate their social responsibility as seen in geography when pupils discussed the different levels of poverty around the world and ideas that they could use to improve this for future generations. Pupils benefit from sharing their own spiritual beliefs and listening to those of their peers. For example, in religious education, individual pupils in Year 4 were able to share their own family spiritual beliefs and feelings. In the EYFS, children further develop their spiritual awareness when different parents come in to talk about their own family beliefs and the sharing of different culinary traditions. The pupils' strong awareness of the need to preserve the planet is developed through the school's recent initiative to consider how they can help to clean up the oceans, and reduce single use plastics within the dining room, which came through the school council and eco committee.
- 3.17 Pupils display exemplary behaviour which is encouraged by vigilant and proactive staff. Pupils effectively manage their own behaviour through a green, yellow and red card sanction system. They understand and respect systems of rules within the school and they take great pride in receiving house points for displaying positive behaviour. Pupils have a strong sense of right and wrong. They take responsibility for managing their own games at break time through the creation of their own rules. In the EYFS, children value the importance of taking turns and readily share resources during child-initiated play. Pupils are proud of the positive behaviour shown around the school, which is effectively supported by the robust procedures and monitoring of senior leaders. Pupils have a clear understanding of the difference between unkindness and bullying, and they are aware that both are unacceptable.
- 3.18 Pupils' relationships with their peers are happy and respectful both in class and around other areas of the school. They are extremely effective when working in pairs throughout the school, where they share and develop ideas for their learning. Pupils co-operate to solve pastoral problems as seen with Year 2 when they were considering strategies to help each other separating from their parents in the morning. During playtimes, pupils display high levels of co-operation and positive interactions with each other. They exhibit strong collaboration skills through their enthusiastic participation in activities in the woodland learning environment.
- 3.19 Older pupils set strong examples for the younger members of the school. They fulfil their roles and responsibilities with confidence and maturity. Older pupils take great pride in creating learning

resources for other year groups. For example, Year 6 digital safety leaders created helpful online safety booklets for younger members of the school. Pupils enjoy the responsibility of being anti-bullying ambassadors and they enjoy taking ideas from their peers enabling them to feedback to the group with suggestions around anti-bullying strategies. Pupils of all ages are proud to carry out monitor roles for each classroom to support the smooth running of the school.

- 3.20 Pupils show a strong appreciation of the richness of their cultural backgrounds and show interest in each other. They can recognise diversity within their community, yet they understand the value of equality. Pupils display a willingness to investigate views different to their own. They are keen to promote and celebrate their differences, for example, through the wearing of odd socks as part of anti-bullying week. Pupils understand the need to stand up against racist language or behaviour as a result of discussions in PSHE lessons and assemblies. They display strong understanding of different religious and cultural practices through celebrations of religious events as seen in recent assemblies on Diwali, Remembrance and Eid.
- 3.21 Pupils have a well-developed awareness of how to achieve positive mental health, which is effectively promoted by senior leaders. They were articulate in expressing the skills they had learnt to help them to relax such as mindfulness, listening to music, colouring, sharing feelings during circle time, understanding what normal is for them and understanding their own style as learners. Pupils have a clear awareness of how to stay safe at school and online. They enjoy being active and take part in a wide range of physical activities. They make good food choices and understand why this is important for their health. Their understanding of healthy food choices led to the introduction of fresh soups at lunch time as part of a school council initiative. Children in the EYFS talk knowledgeably about the importance of good oral hygiene, which was reinforced through a recent visit by a dentist. An overwhelming majority of parents who responded to the questionnaire agree that the school encourages their child to adopt a healthy lifestyle. Pupils understand the importance of being safe whilst walking near roads, which is promoted by junior traffic ambassadors and assemblies.

4. Inspection Evidence

- 4.1 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 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, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Jason Hyatt	Reporting inspector
Dr Karen McNerney	Compliance team inspector (Head, IAPS school)
Mrs Judy Rowe	Team inspector (Head of prep, GSA, IAPS, HMC school)