

School inspection report

24 to 26 June 2025

Broomwood Pre-Prep and Broomwood Prep – Girls

68–74 Nightingale Lane

London

SW12 8NR

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'.

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Summary of inspection findings

1. Governors maintain comprehensive oversight and ensure that school leaders have the necessary skills and knowledge and fulfil their responsibilities so that the school meets the Standards consistently.
2. Leaders accurately self-evaluate the school's effectiveness and areas for development, with both support and challenge from governors and external agencies. As a result, leaders identify and mitigate contextual risks and implement well-informed improvement plans firmly linked to the school's aims and ethos.
3. Pupils benefit from a broad, inclusive and age-appropriate curriculum. The school's extra-curricular programme is well planned and enables pupils to explore and develop their interests. Teachers are knowledgeable about their subjects. Lesson planning, teaching and resourcing demonstrate due consideration for the aptitudes, needs and prior attainment of pupils, including those who have special educational needs and/or disabilities (SEND). As a result, pupils make good progress. However, teachers' feedback and marking do not always clearly inform pupils about their achievements and what they can do to improve their work.
4. Leaders are ambitious for pupils' learning and achievement. By the end of Year 8, the majority of pupils attain above average in standardised tests in science, mathematics and English compared to those taking the same tests nationally. The majority of leavers gain entry to their first-choice senior school, with some pupils achieving scholarships in academic subjects, sport and the creative arts.
5. Leaders fulfil their responsibilities under the Equality Act 2010. They facilitate reasonable adjustments which they review regularly and implement a suitable accessibility plan. Policies and procedures reflect current statutory guidance and regular staff training ensures their effective implementation.
6. Leaders implement a suitable programme for pupils' personal, social, health and economic (PSHE) education and relationships and sex education (RSE). The programme takes into account the age and needs of the pupils.
7. Leaders actively promote pupils' physical and mental health and emotional wellbeing. Leaders implement effective behaviour and bullying policies and procedures and, as a result, polite, considerate and respectful relationships are commonplace. Bullying is not tolerated. Health and safety arrangements, including first aid provision and fire safety, are comprehensive and comply with current regulations.
8. The curriculum, supported by a range of guest speakers and trips, enables pupils to develop a broad social and economic understanding for their age. Pupils become aware of the contribution they can make to their local community and wider society. Pupils' economic education supports their understanding of key life skills such as money management. In the older years, suitable careers guidance is delivered through the PSHE programme and external speakers, including parents.
9. Leaders maintain a comprehensive knowledge and understanding of the statutory framework for the early years and ensure that children are supported to meet age-related expectations. In the youngest year groups, children learn to understand and regulate their emotions, become confident

communicators and develop numerical fluency. They are well prepared for the next stage in their education.

10. Leaders have developed and maintain an effective safeguarding culture. Staff, including those with designated safeguarding responsibilities, are appropriately trained and knowledgeable about safeguarding issues and procedures. Leaders take advice from local safeguarding partners, and make prompt referrals to them, as necessary. The school supports pupils to feel safe and confident that they can approach a trusted adult for guidance and support when required.

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 teachers' feedback and marking consistently enables pupils to understand their achievements and what they can do to improve their work.

Section 1: Leadership and management, and governance

11. Governors and leaders work as a cohesive team to actively promote pupils' wellbeing. An efficient board and committee structure supports governors' monitoring of the implementation of the school's policies and procedures. Governors visit the school regularly and offer effective support and challenge to school leaders by analysing termly leadership reports and collaborating over school improvement targets. Governors assure themselves that leaders have the necessary knowledge and skills to fulfil their responsibilities, so that the Standards are met consistently.
12. Leaders promote and communicate the school's aims and ethos well. School values are widely displayed, made accessible for pupils, and form part of the everyday language used by both pupils and staff.
13. Leaders use a variety of data, including assessment scores and pupil surveys, to develop a broad understanding of the school's most successful areas and areas for development. A strategic plan is in place to ensure that pupils' wellbeing is actively promoted, including through effective teaching. As a result, pupils make consistently good progress across the curriculum. In addition, regular auditing from governors supports the school in developing and implementing a site improvement plan effectively.
14. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. A clear and detailed accessibility plan and individual education plans (IEPs) ensure that reasonable adjustments are made, as necessary. Leaders review the curriculum and monitor lessons and activities to ensure that teaching is inclusive and does not discriminate against any groups of pupils.
15. Policies and procedures align with the latest statutory guidance. Leaders regularly review how effectively and consistently policies are implemented and the extent to which they are understood and implemented suitably by staff.
16. The school provides parents with all required information. Leaders regularly upload the latest versions of documents onto the school's website so that parents are kept up to date. Leaders provide local authorities with appropriate information related to the use of funding for pupils who have education, health and care (EHC) plans. Parents are well informed about their children's progress and attainment through a programme of regular and detailed academic reporting.
17. The school operates an effective complaints procedure. Leaders take parental concerns seriously and respond to them in an open and timely manner in line with school policy. Governors and leaders regularly review the complaints log and, if appropriate, act on any lessons learnt.
18. Governors and leaders have a strategic approach to identifying and managing potential risks of harm to pupils' wellbeing. This includes creating effective links with external agencies such as local safeguarding partners and medical professionals. There is a robust risk management culture that influences decisions at all levels, especially in relation to safeguarding and trips. Risk assessments clearly identify hazards and the related level of risk. Recommended control measures are specific, measurable and implemented effectively, for example, in relation to safety in science or the supervision of pupils. Staff training takes place to enhance knowledge and practice.
19. Leaders in the early years implement effective policies and procedures to ensure the setting complies with specific early years requirements. The environment is suitably staffed and children are

continuously supervised, particularly during rest, play and the start and end of the school day. Early years staff receive age-specific training in relation to SEND and safeguarding, and at least one paediatric first aider is always available. The site and facilities are suitable for early years children. Leaders carefully plan transitions from home to school and to the next class, enabling children to become familiar with their new environment and to feel secure.

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

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders plan the curriculum so that all pupils undertake a wide and varied timetable of lessons and activities appropriate to their ages and aptitudes. Each subject's scheme of work is closely linked to the age-related expectations of the national curriculum and Common Entrance (CE) requirements. As a result, curriculum planning clearly identifies the expected progress in pupils' skills and knowledge as they move between age groups. Specialist teaching and suitable resourcing in areas such as science, creative arts and computing foster interest and self-motivation in pupils. A broad programme of educational visits and guest speakers extends and deepens learning across the curriculum.
22. Extra-curricular provision is broad and caters for a full range of interests including cookery, karate and construction. In the pre-prep, daily opportunities to engage with physical or creative activities support the youngest pupils' physical, social and emotional development. In addition, clubs such as 'film club' and 'construction club' promote both independent and collaborative working skills. In the prep, clubs particularly focus on building confidence through performance, such as drama, public speaking or gymnastics.
23. Teaching staff adapt classroom strategies, making good use of resources and lesson time to meet pupils' different needs. Lesson planning considers pupils' prior knowledge and attainment so that they can build on their previous learning productively. Teachers are quick to use their good subject knowledge to provide additional support when pupils do not make expected progress. Equally, where pupils are ready for more challenge, teachers provide increasingly complex tasks that deepen pupils' knowledge and understanding. As a result of these measures, pupils make good progress. Leavers are consistently offered places at selective senior schools and a range of scholarship awards are offered each academic year.
24. Pupils make good progress with their literacy skills, including speaking and listening. As they move through the school, teaching enables pupils to read fluently, communicate with confidence and present their views in a reasoned and logical way. Equally, the curriculum and teaching support pupils to develop proficiency in mathematics. Pupils develop fluency in calculations through regular practice. Teaching enables pupils to apply their knowledge in problem-solving and mathematical reasoning.
25. Subject leaders are highly knowledgeable, adopting a stimulating and challenging approach to generating enthusiasm for learning in their subjects, and enabling in-depth study. For example, in drama, pupils have the opportunity to adapt Shakespearean plays and perform them in an open-air amphitheatre, and in science, pupils have opportunities to carry out experiments. A common thread running from Nursery to Year 8 is the promotion of accurate and advanced subject-specific vocabulary. Staff consistently promote the relevant use of technical vocabulary, from Reception children discussing 'subitising' when exploring how to recognise the value of a number without having to count, to Year 8 children comparing the perfect and pluperfect tenses in Latin.
26. Leaders implement an effective assessment framework which provides detailed, individual tracking data for all pupils. Leaders use their analysis of this data to inform a broad programme which offers pupils additional targeted support, including those with higher prior attainment. An appropriate feedback and marking policy is in place. Where teachers follow this closely, pupils are provided with feedback that identifies what they have done well and what they could do further to improve their

work. Teachers' comments help pupils to remember to use correct punctuation in their written work and positive comments and targets incentivise them to work harder. However, occasionally the policy is not fully implemented and, when this is the case, pupils are not always informed about how successful they have been and the areas they need to work on to progress further.

27. Leaders of provision for pupils who have SEND provide staff with detailed guidance about how to support pupils who have SEND. The school keeps a clear SEND register so that pupils who have SEND are well known to teaching staff. When required, staff make reasonable adjustments in lessons to meet the needs of individual pupils. Leaders maintain effective oversight of the provision for pupils who have SEND. They use detailed assessments, including those conducted by external agencies, to identify specific targets for individual pupils and ways of supporting their learning, including in lessons and one-to-one sessions.
28. Pupils who speak English as an additional language (EAL) are entered into the school's EAL register upon entry. Every pupil who speaks EAL undertakes a baseline assessment, and bespoke support is put in place depending on the level of need. The learning support team makes effective use of programmes designed to enable pupils to progress well in their understanding of the sounds that letters make, spelling and use of technical vocabulary. Staff receive appropriate guidance which enables them to tailor their teaching to meet the needs of pupils who speak EAL so that they make good progress in their English.
29. In the early years, children develop confidence and independence in their learning as a result of an appropriate curriculum and effective teaching. Trained staff match resources and activities thoughtfully to children's needs and interests. Staff support children well to develop their language and conceptual understanding through role play, questioning and the introduction of subject-specific vocabulary. Children become articulate and confident communicators as they share their ideas in lessons, support and encourage each other and listen well to what each other has to say. The vast majority of children meet the early learning goals across all areas of the framework.

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

30. All the relevant Standards are met.

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

31. Pupils participate in an extensive range of physical activities through physical education (PE) lessons, competitive sports and a range of extra-curricular activities, from tennis and street dance in the early years to running club and gymnastics performances in the prep. Such activities develop pupils' physical skills, such as balance and co-ordination. Pupils also develop sports-specific skills and strategies which enable them to achieve well in a wide range of sports.
32. Leaders promote pupils' mental health and emotional wellbeing effectively. Measures such as half-termly pupil surveys, weekly meetings with 'staff champions' in the prep and the use of daily 'emotional identification' charts in the pre-prep help enable staff to understand pupils' emotions. A school counsellor and staff with emotional literacy qualifications support individual children and train both staff and parents whenever the need arises. Leaders closely monitor the impact of this provision. In the pre-prep, 'peer intervention groups' support vulnerable children through games, play and friendship. In the prep, Year 8 pupils help support Year 3 pupils in their transition into the school.
33. Pupils and staff share warm, respectful relationships and, as a result, pupils behave in a calm and considerate manner. Leaders monitor any patterns of behaviour and act to address any emerging issues. Behaviour management in lessons is consistent and effective. Leaders and staff make it clear that bullying is not tolerated. They deal with any behavioural or bullying incidents robustly and appropriately, including by providing suitable support for all pupils affected, and record their actions in detail.
34. Leaders encourage pupils to engage in spiritual and reflective experiences as part of everyday school life. Pupils learn about a range of different faiths and religions. Staff encourage pupils to consider the world beyond themselves, from developing the youngest children's links to nature to the oldest pupils' close links to local places of religious worship.
35. Leaders plan and implement a PSHE curriculum which promotes both self-understanding and an awareness of the wider world. Staff teach the programme through designated curriculum time, across all age groups, and adapt it to explore relevant current issues as they arise. The PSHE programme engages pupils well and develops their skills and understanding of the themes covered. Form tutors deliver the curriculum and maintain an atmosphere of trust that encourages pupils to ask questions and discuss issues confidently and with maturity, clearly feeling safe to share any concerns they might have. Teachers answer all questions in a sensitive and professional manner.
36. Leaders and staff plan and teach a suitable and age-appropriate RSE programme, enabling pupils to develop an understanding of healthy, positive relationships. This programme develops pupils' understanding of different types of relationships, the importance of respecting personal boundaries and the meaning of consent. Science lessons teach pupils about the emotional and physical changes experienced during puberty. Leaders consult parents and keep them suitably informed about the RSE programme.
37. The school site is maintained to a high standard. Robust health and safety procedures are in place, regularly reviewed and implemented effectively. There are regular fire evacuation drills. Regular checks and maintenance are carried out across the premises, including of fire safety equipment,

lighting, asbestos, the electrical system and school vehicles. Staff maintain detailed records and take suitable action to address any issues. Appropriate systems are in place for the control of traffic and people on site. Health and safety training for staff, including in fire safety, is thorough and up to date.

38. Suitable medical accommodation is in place to care for pupils who are injured or become unwell. Suitably trained staff provide appropriate first aid when required. Pupils with specific medical needs are well known to staff and receive suitable care. Any medicine is appropriately administered and stored securely. Staff maintain suitable records of any accidents and injuries and the administration of medication and first aid.
39. An up-to-date attendance policy is available on the school website and is effectively implemented. The school maintains appropriate admission and attendance registers, which leaders review regularly to monitor any patterns of absence. Staff are vigilant and follow up unexplained absences promptly. The school informs the local authority of any pupils who join or leave the school at non-standard transition times. Pupils are not removed from the school roll until leaders receive confirmation that pupils have been added to the roll of their next school.

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 promote a respect for British society and its institutions. British values such as democracy, the rule of law, individual liberty, mutual respect and tolerance for others are widely displayed, and taught explicitly within the PSHE programme and implicitly through the wider curriculum. Pupils understand right and wrong because they are taught about fairness and justice as part of the PSHE programme and via the rules and expectations set out by school leaders. From a young age, pupils learn to value democracy when standing or voting for positions of pupil leadership and through their study of British institutions such as the Houses of Parliament. Any political discussions at school are conducted in a fair and impartial manner.
42. The school develops pupils' sense of responsibility towards others. From an early age, pupils are given a wide range of opportunities to lead and support their school community, such as acting as lunch table monitors in the pre-prep, becoming charity prefects, representing the year group as school council representatives, and in Year 8, acting as mentors to younger pupils. Recent school council initiatives include influencing a rewriting of the lunch menu, the introduction of morning welcome music and a 'game of the week' in the pre-prep, and a broadening of house competitions, such as the recently introduced sunflower growing contest.
43. Pupils make a positive contribution to the community beyond the school. Pupils engage in activities such as reading to elderly parishioners at the local church or singing at the local care home. Pupils choose local charities to support on charity days and contribute by organising fund-raising events or collecting and donating food and clothing.
44. Pupils learn about the importance of inclusion and develop an appreciation of diversity through work across the curriculum. For example, pupils learn about cultures in different countries when studying language, develop their knowledge of human rights by studying slavery and the development of the right to vote in history, and learn about the situation of modern refugees in English. Pupils develop their understanding of the ethnic diversity of their local community by visiting local places of worship and business.
45. Staff in the early years help children to feel at ease and enjoy their activities. Children feel secure in their environment as a result of the caring relationships and positive attitudes modelled by staff. Children learn to regulate their emotions and develop an understanding of the importance of acknowledging and responding in a caring fashion to the emotions of others. Staff promote children's social development effectively by guiding them to be adept at turn-taking, sharing and working collaboratively.
46. The school enables pupils to develop an age-appropriate understanding of careers and financial management. Younger pupils learn about money management through PSHE and mathematics lessons. As they get older, pupils become directly involved in charitable projects and learn to manage a budget and make a profit. Through the careers curriculum in Years 7 and 8, pupils experience a programme of life skills and senior school preparedness tutorials, alongside a range of parental guest speakers who introduce them to a broad range of potential future careers, from podcaster to financial manager.

47. The careers curriculum culminates with the leavers programme in the summer term. This provides pupils with effective support and guidance with regard to preparing for entrance examinations in the form of teaching and practice papers. Leaders' close liaison with senior schools supports a smooth transition process for leavers. Parents and pupils discuss the options open to them with staff and are well supported in choosing their next school, including through visits and transition days. As a result of these measures, pupils are well prepared for the next stage in their education.

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

All the relevant Standards are met.

Safeguarding

48. Leaders maintain an effective safeguarding culture throughout the school. A formal annual review of the school's safeguarding policy and procedures is supplemented by regular oversight and challenge through the half-termly safeguarding meeting with the board. As a result, governors have a comprehensive understanding of the school's safeguarding arrangements. The safeguarding governor meets regularly with the safeguarding team to review the nature of concerns or referrals to ensure that local reporting thresholds are being followed.
49. The school's safeguarding policy and procedures reflect current statutory guidance. Staff new to the school are informed about these as part of their suitable safeguarding training at induction. Staff receive regular training, both in-person and online, organised by the safeguarding team, who are themselves trained appropriately for their role. Training is also regularly delivered by local safeguarding partners, most recently in relation to attendance and extremism. As a result, staff are aware of when and how to make referrals relating to staff conduct, early help assessment, child-on-child abuse, children missing from education and extremism. Staff have a robust understanding of the school's safeguarding procedures as well as the staff code of conduct and whistleblowing policy. They are confident in reporting concerns about other adults and making self-disclosures whenever necessary.
50. Leaders with designated safeguarding responsibilities maintain suitable safeguarding records carefully and review these regularly to analyse any trends, cross-referencing them with the school's bullying and behaviour logs in case this reveals any patterns. Leaders closely monitor pupils who are deemed to be at risk or who have an identified safeguarding requirement.
51. Safeguarding leaders readily engage with local agencies for guidance and support. When necessary, they refer concerns on to children's services, the police or other appropriate agencies in a timely manner. The safeguarding team ensures that any safeguarding information is shared appropriately with leavers' receiving schools.
52. Pupils are well informed about how to keep themselves safe, including online. Arrangements for the monitoring and filtering of online technology are effective and leaders respond to alerts promptly. Pupils are told how to report concerns, including through the multiple channels available to them, such as weekly meetings with their 'staff champions', 'mind boxes' in the prep and talking to trusted adults.
53. Robust safer recruitment procedures that reflect current statutory requirements are in place. Staff involved in interviewing candidates are trained in safer recruitment. The school carries out all required suitability checks before adults start working at the school. Appropriate checks are also made when a member of staff is promoted to a leadership role within the school. These checks are recorded in an accurate and well-maintained single central record of appointments (SCR). Leaders' and governors' effective oversight ensures that all steps in the recruitment process are followed systematically.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Broomwood Pre-Prep and Broomwood Prep - Girls
Department for Education number	212/6347
Address	68–74 Nightingale Lane London SW12 8NR
Phone number	0208 6828810
Email address	PrepGirls@broomwood.com
Website	www.broomwood.com
Proprietor	Dukes Education
Chair	Mr Aatif Hassan
Headteacher	Mrs Louisa McCafferty
Age range	3 to 13
Number of pupils	440
Date of previous inspection	17 to 20 May 2022

Information about the school

55. Broomwood Pre-Prep and Prep - Girls is an independent day school for male pupils aged 3 to 7 years and female pupils aged 3 to 13 years. The school is split across three sites within close proximity of each other in Wandsworth, South London. Formerly known as Broomwood Hall, the schools adopted their current names, Broomwood Prep - Girls and Pre-Prep in September 2023. It is owned by Dukes Education alongside its partner school, Broomwood Prep - Boys.
56. The early years setting is on a separate site to the rest of the Pre-Prep. There are 66 children in the early years, comprising of two nursery classes called Little Broomwood and three Reception classes.
57. The school has identified 65 pupils as having special educational needs and/or disabilities (SEND). Four pupils in the school have an education, health and care (EHC) plan.
58. English is an additional language (EAL) for 59 pupils.
59. The school states its aims are to encourage pupils to set and pursue ambitious goals within a supportive and inclusive environment. It seeks to enable pupils to feel confident to try new things and become active members of their community. The school aims to nurture pupils' self-awareness, resilience and readiness to take responsibility for their actions.

Inspection details

Inspection dates

24 to 26 June 2025

60. A team of four inspectors visited the school for two and a half days.

61. 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

62. 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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