



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance Inspection Report**

**Beech House School**

**May 2019**



## Contents

<b>Contents</b>	<b>2</b>
<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
<b>About the school</b>	<b>4</b>
<b>What the school seeks to do</b>	<b>4</b>
<b>About the pupils</b>	<b>4</b>
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
<b>Preface</b>	<b>5</b>
<b>Key findings</b>	<b>6</b>
<b>PART 1 – Quality of education provided</b>	<b>6</b>
<b>PART 2 – Spiritual, moral, social and cultural development of pupils</b>	<b>6</b>
<b>PART 3 – Welfare, health and safety of pupils</b>	<b>6</b>
<b>PART 4 – Suitability of staff and proprietors</b>	<b>7</b>
<b>PART 5 – Premises of and accommodation at schools</b>	<b>7</b>
<b>PART 6 – Provision of information</b>	<b>7</b>
<b>PART 7 – Manner in which complaints are handled</b>	<b>8</b>
<b>PART 8 – Quality of leadership in and management of schools</b>	<b>8</b>
<b>3. Inspection Evidence</b>	<b>9</b>

### School's Details

<b>School</b>	Beech House School			
<b>DfE number</b>	354/6001			
<b>Address</b>	Beech House School 184 Manchester Road Rochdale Lancashire OL11 4JQ			
<b>Telephone number</b>	01706 646309			
<b>Email address</b>	info@beechhouseschool.co.uk			
<b>Principal</b>	Mr Kevin Sartain			
<b>Proprietor</b>	Mr Kevin Sartain			
<b>Age range</b>	2 to 16			
<b>Number of pupils on roll</b>	192			
	<b>Boys</b>	112	<b>Girls</b>	80
	<b>EYFS</b>	51	<b>Preparatory</b>	37
	<b>Senior School</b>	104		
<b>Inspection dates</b>	22 to 23 May 2019			

## 1. Background Information

### About the school

- 1.1 Beech House School is a co-educational school for pupils between the ages of two and sixteen. Founded prior to 1850, the school occupies four large Victorian houses close to Rochdale town centre. The school is divided into three sections: the senior school, for pupils between the ages of eleven and sixteen; and the upper preparatory department, for pupils aged eight to eleven. The senior and upper preparatory departments occupy the same site on Manchester Road with the lower preparatory department, for pupils up to the age of seven and including the Early Years Foundation Stage (EYFS), about half a mile away on the Broadfield Stile site.
- 1.2 Since the previous inspection, the leadership team has been restructured and the proprietor, who takes responsibility for governance, has taken over as principal once again. The computer suite has been refurbished.

### What the school seeks to do

- 1.3 The aim of the school is to enhance the best traditional education values with up-to-date skills and resources to ensure that pupils are provided with a challenging environment which stimulates and develops intellectual curiosity. The school seeks to provide a supportive environment where pupils may develop a sense of moral values, develop self-worth and learn how to become responsible members of society.

### About the pupils

- 1.4 Pupils come from families of diverse faiths and nationalities, reflecting the local community. The school does not use standardised tests. However, its own assessment indicates that the ability of pupils is above the national average. The school has identified twenty-seven pupils as having special educational needs and/or disabilities (SEND), twenty-four of whom receive specialist help and four have an education, health and care (EHC) plan or a statement of special educational needs. Forty-five pupils have English as an additional language (EAL) and of these, seven require additional support. The curriculum is modified for more able and talented pupils.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records 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, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations 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 does not meet the required 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 should take immediate action to remedy deficiencies as detailed below.

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been in line with the national average for maintained schools.
- 2.4 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.
- 2.5 **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 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; attendance registers are maintained and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 Safeguarding arrangements do not have regard for current statutory guidance and training is not effective in ensuring staff fulfil their safeguarding responsibilities effectively. Not all vetting checks are conducted before appointment, including enhanced criminal record checks, barred list checks and prohibition from teaching checks, and not all references are received before a person starts work. The admissions register does not record all required information including the telephone number of at least one parent and the destination school of all leavers.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9-14, 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 but those in paragraphs 7 and 15 are not met.**

### **Action point 1**

- **the school must ensure that all staff receive appropriate training in order that they can fulfil their statutory safeguarding responsibilities effectively [paragraph 7(a) and (b); EYFS 3.4 and 3.5].**

**Action point 2**

- the school must ensure that all required vetting checks are conducted before appointment, including confirmation that the person is not barred from regulated activity or prohibited from teaching, obtaining an enhanced criminal record certificate, and receiving suitable references before the person starts work [paragraph 7(a) and (b); EYFS 3.9 and 3.10].

**Action point 3**

- the school must ensure that the admissions register contains for each pupil the telephone number of at least one parent, and the name of the destination school for all leavers [paragraph 15; EYFS 3.68].

**PART 4 – Suitability of staff and proprietors**

- 2.11 The school makes appropriate checks to ensure the suitability of staff and proprietors and a register is kept as required. These are not always undertaken in a timely manner, as not all medical checks have been carried out before a person's appointment.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(1), 18(2), 20 and 21 are met but paragraph 18 (3) is not met.

**Action point 4**

- the school must ensure that declarations confirming a person's medical fitness are received before their appointment [paragraph 18 (3); EYFS 3.9].

**PART 5 – Premises of and accommodation at schools**

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

**PART 6 – Provision of information**

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 pupils with education, health and care plans or English as an additional language. They also include 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.
- 2.16 Information reasonably requested in connection with inspection is not always provided. In particular, the school did not distribute inspection questionnaires to all parents, staff and pupils promptly, as requested.
- 2.17 The standard relating to the provision of information in paragraph 32 is not met.

**Action point 5**

- **the school must ensure it provides all information reasonably required for inspection purposes [paragraph 32 (1)(g)].**

**PART 7 – Manner in which complaints are handled**

2.18 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.

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

**PART 8 – Quality of leadership in and management of schools**

2.20 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the standards are consistently met and that they actively promote the well-being of the pupils.

**2.21 The standards relating to leadership and management of the school [paragraph 34] are not met.**

**Action point 6**

- **the school must ensure that leaders and managers have sufficient knowledge and skills and fulfil their responsibilities effectively, thus actively promoting the well-being of the pupils [paragraph 34 (1)(a) (b) and (c)].**



### 3. Inspection Evidence

- 3.1 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 proprietor and attended form meetings. 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

Mrs Pamela Leech	Reporting inspector
Mr Jonathan Andrews	Compliance team inspector (Director of Teaching and Learning, HMC school)
Mr David Bicker-Caarten	Compliance team inspector (Headmaster, IAPS school)