



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS**

**BEECH HALL SCHOOL**

**JANUARY 2018**



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## SCHOOL'S DETAILS

<b>School</b>	Beech Hall School		
<b>DfE number</b>	895/6008		
<b>Address</b>	Beech Hall School Beech Hall Drive Tytherington Macclesfield Cheshire SK10 2EG		
<b>Telephone number</b>	01625 422192		
<b>Email address</b>	secretary@beechhallschool.org		
<b>Headmaster</b>	Mr James Allen		
<b>Proprietor</b>	Riverston Group Ltd		
<b>Age range</b>	0 to 16		
<b>Number of pupils on roll</b>	167		
	<b>Boys</b>	94	<b>Girls</b> 73
	<b>Nursery</b>	71	<b>Juniors</b> 44
	<b>Seniors</b>	52	
<b>Inspection dates</b>	23 to 24 January 2018		

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Beech Hall School is a co-educational day school for pupils aged between 6 months and 16 years. It was founded in 1926 as a boarding school for boys and became co-educational in 1981. The school has been a limited company since 2015 and is managed by a governing body. The current headmaster took up his post in September 2015.
- 1.2 The school comprises three sections: Nursery for children in the Early Years Foundation Stage (EYFS), junior school comprising pupils aged 5 to 11 years, and senior school for pupils aged 11 to 16 years.
- 1.3 Since the previous inspection, areas of the school have been redesigned such as the food technology laboratory, an art and design room, and two information and communication technology (ICT) suites. The EYFS is situated in a separate building to the rest of the school.

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

- 1.4 The school aims to provide teaching and learning within small classes, and to ensure that pupils gain an all-round education within a stimulating and supportive environment. It seeks to enable pupils to develop a sense of direction and purpose, independence, tolerance, resilience and responsibility.

### **About the pupils**

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from White British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the senior pupils is above average. The school has identified 34 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and autistic spectrum disorder, many of whom receive additional specialist help. Also, 12 pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. No pupils have English as an additional language. Data used by the school have identified 17 pupils as the most able in the school's population, and the curriculum is modified for them and for 20 other pupils due to their special talents in sport and music.

## 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 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 all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and 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 2014 to 2016, 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 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; 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 Not all health and safety and fire safety requirements are met.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–10 and 13–16], 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 11 and 12 [ health and safety and fire safety] are not met.**

#### Action point 1

- **the school must ensure that the written health and safety policy is effectively implemented, with particular regard to slips and trips, the maintenance of equipment, the adequacy of school glazing, and legionella tests [paragraph 11]**

#### Action point 2

- **the school must ensure that it is compliant with the requirements of the Regulatory Reform (Fire Safety) Order 2005 [paragraph 12]**

## **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.12 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**

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. Acoustics are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The premises are not maintained to a standard commensurate with health and safety, and appropriate lighting is not provided.
- 2.15 The standards relating to the premises and accommodation in paragraphs 23, 24, 26, 28 and 29 are met but those in paragraphs 25 [maintenance] and 27(a) and (b) [lighting] are not met.**

### **Action point 3**

- **the school must ensure that the school premises are maintained to a standard such that, so far is reasonably practicable, the health, safety and welfare needs of pupils is ensured [paragraph 25]**

### **Action point 4**

- **the school must ensure that appropriate internal and external lighting is provided [paragraph 27(a) and (b)]**

## **PART 6 – Provision of information**

- 2.16 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 those 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, and its results in public examinations, 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.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.**

## **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 ensures that the leadership and management actively promote the well-being of the pupils.
- 2.21 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are consistently met.
- 2.22 The standard relating to actively promoting the well-being of pupils [paragraph 34(c)] is met but those in sub-paragraphs 34(a) [knowledge and skills] and 34(b) [fulfilment of responsibilities] are not met.**

**Action point 5**

- **the school must ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are consistently met [paragraph 34(a) and (b)]**



## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

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

- 2.23 The overall effectiveness of the early years provision is outstanding.
- 2.24 The setting is excellent at meeting the needs of all the children who attend, including those who have SEND. All children make outstanding progress in their development and are very well prepared for the next stage of their learning. Children are safe, secure, happy, and enjoy their school and the adults who care for them. The adults provide children with a secure and positive experience
- 2.25 All staff fully understand their key priority to protect and keep the children safe. Safeguarding and welfare requirements have been fully met. Excellent leadership and management ensure that practice is carefully evaluated, and improvements are thoughtfully introduced and disseminated so that children are effectively provided for.

### **Effectiveness of leadership and management**

- 2.26 The effectiveness of leadership and management is outstanding.
- 2.27 The leadership of the early years registered setting demonstrates a stimulating and ambitious vision for the children in their care. Outstanding leadership ensures that staff are supervised effectively. Staff respond positively, and spoke highly of the opportunities for reflection, evaluation and professional development. A rigorous system of self-evaluation is in place that analyses all areas of the setting and provides realistic targets for improvement and development, particularly in the areas of staff development and parental engagement. Leaders have responded to parental opinion, such as by altering the possible hours of attendance. They have also ensured that the recommendation of the previous inspection to enhance the outdoor area has been met.
- 2.28 A stimulating curriculum that meets all statutory requirements demonstrates imaginative use of children's interests, such as activities themed around penguins and other animals that live in cold areas. Children confidently join groups of older children. As a result they are securely prepared for moving to the next stage of learning. The calm and focused atmosphere evident throughout the setting reveals the excellent standards of behaviour of all, even the youngest children. This is due to the high levels of engagement and warm supportive relationships throughout the setting.
- 2.29 Considerable emphasis is put on developing children's independence and encouraging them to exercise choice. Children are praised for helping others and display excellent awareness of the feelings of others. This was observed when one child ensured that another younger child had an appropriate chair to sit on to have her snack. These desirable behaviours are linked to the British values which are displayed throughout the setting.

### **Quality of teaching, learning and assessment**

- 2.30 The quality of teaching, learning and assessment is outstanding.
- 2.31 All staff have high expectations for all the children in their care. Appropriate activities are planned to remove gaps in and extend the learning of all children, including those with special educational needs. Children respond positively and demonstrate high levels of self-care so that they are able to eat independently and recognise when they need to rest. For example, one child left the table after his lunch and went straight to his sleeping mat for 'nap time'.
- 2.32 Staff demonstrate excellent understanding of the age group using well-chosen, appropriate language to communicate with and extend the children's own speech. Adults are skilled at using positive language to shape behaviour; such as when a child initially did not want to be separated from her 'treasure', but the suggestion for the child to put it safely in her bag produced the desired outcome without conflict. Staff are highly effective role models, enabling the children to have positive interactions with others in their groups or adults, including approaching visitors and asking their name. All staff recognise and value equality and diversity. Resources such as toys and story books that promote children's emerging awareness of a multicultural society are limited.
- 2.33 Parents speak highly of the communication with the school and the detailed information they receive about their children's progress and development, both written and verbal. Parents are encouraged to share experiences with the school, and children are proud to bring items from home to school and discuss their activities at school with the parents. This co-operation between school and home informs the assessment of children's needs and development, and develops the security and confidence that enables children to thrive.

### **Personal development, behaviour and welfare**

- 2.34 The personal development, behaviour and welfare of children are outstanding.
- 2.35 Children's personal development is outstanding. Their days are calm, well-mannered with activities that are appropriate interesting and stimulating. The positive atmosphere evident throughout the setting is highly conducive to the children's learning and development. Children display high levels of confidence. They are curious, excited and keen to engage with new experiences, such as visitors to the room. Children freely bring in toys and drawings, and during the inspection discussed the paper penguins they made. Children enjoy their time in the setting. They display outstanding levels of independence and enjoy role-play, such as having imaginative conversations on the deactivated mobile phones.
- 2.36 Children have opportunities to mix with older and younger friends in the outdoor learning areas. They are extremely well prepared for the next stage of their learning. Parents spoke highly of the care the school took to ensure that transitions are as smooth as possible. Relationships throughout the setting are warm, friendly and supportive. Adults are continuously engaged with the children and display a detailed knowledge of the children in their care, and their ways of learning. They promote regular attendance by the children and follow up any unexplained absence.
- 2.37 Children demonstrate exceptional behaviour and understanding of other's feelings. A child who picked up a toy belonging to another was reminded of its true owner by an adult and so immediately went and gave it back, receiving considerable praise from the adults. Adults supervise handwashing before meals and snack, with the children encouraged to wipe their hands independently. Children are encouraged to stay safe and look carefully around, especially when playing outside. They are beginning to learn how to change into their wellington boots and put their arms into the sleeves of their coats by themselves before going outside.

### **Outcomes for children**

2.38 Outcomes for children are outstanding.

2.39 All children, including those with special educational needs, make excellent progress. Adults carefully identify the children's different starting points when supporting every child's learning needs. Next steps are well known by all members of the room team to ensure that children exceed expected levels of development.

### **Compliance with statutory requirements**

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

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Increase the use of resources to develop children's emerging awareness of a multicultural and diverse society.

### 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

## Key findings

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

- Pupils make good progress from their starting points.
- Pupils of all ages demonstrate good verbal communication skills and are confident to speak in a wide range of contexts.
- Pupils are ambitious learners, eager to respond to the challenges provided.
- Pupils use ICT confidently to support their learning.
- Pupils' non-academic achievements, such as in music and sport, are good.
- Pupils' writing skills are not as strong as they could be, particularly in the junior school.

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

- Pupils demonstrate excellent collaboration with each other and adults both in and out of lessons.
- Pupils are highly resilient learners who persevere with challenges and respond positively to the support they receive from all staff.
- Pupils demonstrate a strong sensitivity for the feelings of others.
- Pupils contribute strongly to the school and the wider community.

## Recommendation

3.3 The school is advised to make the following improvement:

- Strengthen the quality of pupils' writing, particularly pupils' ability to write neatly, accurately and effectively at length.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils of all abilities make good progress, including those with SEND and the more able, as evidenced through the school's own data, lesson observations and scrutiny of pupils' books. This was supported by the vast majority of parents and most pupils who responded to the pre-inspection questionnaires.
- 3.6 Children in the EYFS make excellent progress in all areas of learning. Pupils across the rest of the school make good progress as they benefit from the small class sizes, close contact between teachers and parents, individual attention and support of their teachers. Those with SEND are able to make good progress due to well-targeted support from dedicated learning support assistants. In interview, pupils said that they were challenged in their learning and felt that they were progressing very well. They said they have extra time after lessons, during intervention sessions, to complete their work and receive additional lessons to help them overcome any difficulties. The following analysis uses the data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are available. Results in GCSE have been similar to the national average for maintained senior schools. Work observed in pupils' books and during lessons, such as food technology, confirms that pupils have a good knowledge of how apply their mathematics in real life situations.
- 3.7 Leaders have ensured that individually targeted support has become more effective in developing pupils' knowledge, understanding and skills across a range of subjects. In the early years, children are able to use precise language to describe what they observe. They have a good knowledge of colours and can accurately distinguish between a glove and a mitten. Junior school pupils' skills in most areas such as mathematics, science and technology are good. They talked enthusiastically about the new skills they have learned. For example, a mixed group of junior and senior pupils in weekly cross-curricular enterprise lessons produced high-quality travel brochures and ICT presentations to persuade others that it would be worth visiting particular European cities they had chosen. Senior school pupils use good knowledge and skills across subjects to deepen their understanding, as observed in the oldest pupils' use of physical education (PE) skills to consider the advantages and disadvantages of media and sponsorship in the world of sport. In a biology lesson, pupils explored trials for a 'double blind' drug test experiment for different sports and used photography skills to enact a war poem in an English lesson.
- 3.8 Early years children are able to initiate conversations with visitors. They use precise vocabulary in activities and role play such as in the 'ice cream parlour' and are beginning to match letters to sounds well in their reading. Pupils across the school demonstrate strong communication skills and feel confident to ask and answer questions, due to a positive atmosphere in lessons. Pupils' knowledge of vocabulary and punctuation increases as they move through the school due to teachers' clear and precise explanations and guidance. For example, pupils use well-developed technical vocabulary in humanities to pronounce and describe Mesolithic and Neolithic periods. Listening is of a good standard, as seen in a 'Twenty Questions' style game in one English lesson which enabled all pupils to participate enthusiastically in tracking down key elements in a series of poems. Most lessons observed involved good-quality discussions by pupils where they effectively expressed their own views and also challenged perceptions, such as during a biology lesson on bias. Scrutiny of pupils' books, particularly in the junior school, demonstrates that pupils do not always write neatly, accurately and effectively at length.

- 3.9 Children in the EYFS display a good knowledge of mathematical vocabulary when identifying numbers relating to their own ages. They can count small numbers of objects up to 20 accurately and write descriptions, such as 'The bee is next to a flower'. Junior school pupils achieve well in numeracy as a result of many opportunities to apply prior knowledge to new situations. For example, pupils use their mathematical measuring skills in weighing and in determining temperatures and cooking times during food technology lessons. Senior school pupils achieve strong success in GCSE mathematics and external maths competitions as they use real-life problem solving applications in enterprise programmes and business studies lessons. For example, older pupils demonstrated good problem-solving skills during a mathematics lesson when they challenged each other to solve calculations about classroom window panes.
- 3.10 Children confidently use ICT in the EYFS to access resources in electronic books and the interactive white board. Pupils throughout the school exhibit good ICT skills, such as by utilising technology to research information to include in their written work. The pupils improve the quality of coursework for examinations by using the school's new learning hub. This provides an additional place where they can use ICT resources effectively to complete homework, engage in extra-curricular activities and redraft coursework so that they can achieve higher grades. Senior school pupils develop good data handling skills through the use of laptops in geography and science. Pupils' ICT skills are well developed in English and modern foreign language classrooms where laptops are extensively used to produce responses to questions and prepare in-class presentations. Older pupils with special educational needs make good progress as they use laptops in all lessons if this is their normal way of working.
- 3.11 Pupils across the school, including the youngest, display strong initiative, independence and study skills. This is a significant improvement on the skills possessed on entry to the school, particularly among older pupils. Pupils increasingly display effective study skills for their ages, as observed in lessons such as when planning a story, thinking for themselves during enterprise projects, answering challenging questions in science and showing a basic ability to hypothesise when solving maths problems. The Enterprise scheme enables pupils to develop good research skills, such as the design and technology challenge to build a working roller coaster model. Higher order skills were evident in a history lesson where older pupils analysed second hand sources of evidence on the origins of the English civil war and World War I respectively.
- 3.12 Pupils' achievement in extra-curricular activities, especially sport, is good as a result of their ample opportunities to take part in a wide range of team and individual sports on a weekly basis. In interview a number of pupils said that, before attending the school, they lacked confidence in PE and would never have previously participated in competitions. Some senior school pupils represent their county in cricket and rugby, due to the encouragement they have received to participate in local competitions and ISA regional events, and when visiting a partnership school in London.
- 3.13 Pupils talked proudly about their achievements in the annual 'Great Beech Hall Bake off', which includes teams of all ages working together on designs before being challenged to produce their own individually designed cakes. The school were finalists in the ISA 2017 award for 'Excellence in Extra-curricular activities' which include drone flying, photography and video editing. Trips have enabled pupils to learn extra skills such as the 'survival skills day' which tests their self-reliance, courage and initiative. Individual talents have been recognised with first prizes in ISA regional and national competitions for art which are proudly placed alongside a significant amount of good-quality artwork, including textiles on display. Pupils achieve well in graded music examinations for singing and a range of instruments. They showcase their talents regularly in musical soiree evenings with singing, ukulele groups, guitar solo performances and recitals of classic songs.

- 3.15 Pupils demonstrate excellent attitudes to learning. In the early years, children are able to sustain concentration and persevere with tasks due to staff following their interests and offering them constant encouragement. Pupils across the school are enthusiastic and want to please their teachers. They feel supported and are prepared to attempt tasks that might seem difficult.



## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 The school successfully meets its aims to develop a sense of direction and purpose, foster independence, tolerance and adaptability, and to encourage pupils to give of their best in all their activities, within and beyond the classroom. In interview, pupils said that they are able to perform at events in and out of school in a way they could not have done prior to attending Beech Hall. A very large majority of parents who responded to the questionnaire said that the school successfully supports their children's personal development, inspection evidence supports this view. Pupils flourish and grow in self-confidence through the positive support they receive from their class teachers and from staff who provide individual support. Presentations observed during form time and in assemblies show that pupils become self-assured and confident.
- 3.18 In the EYFS, interactions and conversations with staff help children to develop the language and vocabulary that enable them to express their feelings and emotions. They are settled and entirely at ease with one another, and confident about sharing thoughts and observations. Junior school pupils display good self-knowledge, such as when describing how they have developed good passing skills in the successful netball team. In interview, pupils were very clear about what they needed to do if they wanted to improve by 'having a go', persevering and never giving up.
- 3.19 Children in the EYFS are able to make decisions about choosing activities and have their wishes respected by adults. Junior school pupils stated that they could decide how they would go about preparing to complete topics at home, by deciding which content to research for projects on space, history and geography. Through the student council and prefect meetings, pupils demonstrate the capacity to influence and make decisions, such as the introduction of chickens to the school and rotas to care for them. Senior school pupils talked about how they made decisions and became more self-confident during a visit to two Ghanaian schools to help with the construction work (making bricks and using these to build toilet blocks) and providing teaching support in lessons and outdoor sports coaching. By the time they leave the school, pupils become determined and resilient young people, as the school aims for them to be. They are well-prepared for their future by choosing subjects both academic and vocational that are well matched to their abilities and skills. The oldest pupils talked confidently about their decisions to choose sixth forms, colleges or performing arts centres as a result of the courses completed at the school.
- 3.20 Children in the EYFS enjoy their outdoor learning, and during observations exhibited a sense of wonder about the strength of branches and the smallness of leaves. Junior and senior pupils demonstrate well-developed spiritual understanding and appreciation of non-material aspects of life, such as when they express themselves in art through exploration of colours that convey feelings, emotions and concerns. Older pupils appreciate the opportunity for a quiet space for reflection in the enhanced learning department. The school's ethos and aims help develop pupils' excellent self-esteem and personal traits through excellent modelling by staff in subjects such as art and music, or during extra-curricular activities that further enhance pupils' appreciation of the non-material aspects of life. This was observed during the inspection when pupils expressed their feelings through art and in food technology club, where pupils across different age groups worked towards a competition to produce the best pie.

- 3.21 Behaviour is excellent. Almost all pupils who responded to the questionnaire said that the school encourages them to behave well and that they understood the sanctions for poor behaviour. This was confirmed during the inspection. Pupils exhibit strong moral awareness and an understanding of differences between right and wrong. In early years, children understand how to share and to respect each other and their belongings. They appreciate that by working together they can achieve more than if they are trying alone. Junior school pupils demonstrate considerable empathy with others and value qualities such as kindness and compassion. For example, in one technology activity younger pupils were only too pleased to help when they could see a friend was having difficulties with a building project. Pupils' strong moral understanding is enhanced by the school's 'Olympic and Paralympic Values', as they are expected to make thoughtful choices about equality, respect and courage in topics such as 'homelessness' to achieve gold and platinum awards. Pupils look after each other and enjoy acting as role models for the younger children.
- 3.22 Pupils' social development is excellent. Children in the EYFS play well together when co-operating in role play. Adults are skilled at knowing when to interact and when to allow children the opportunity to discover what they can do, which helps develop their skills to control emotions. Younger pupils developed good team work skills when eagerly taking turns to play with gel to explore the properties of solids and liquids in a science lesson. In the junior school, pupils demonstrate good listening skills, respect other pupil's opinions and display a good understanding about how other pupils may have a different view from them. In an English lesson they demonstrated excellent negotiation skills when resolving a disagreement about an author's motivation to write a particular text.
- 3.23 Pupils contribute strongly to their school and wider society. They gain a strong identification with the needs of those less fortunate through community events. Close ties with a local special needs school have helped pupils to engage with others of all abilities and situations. For example, several pupils were involved in a 230-mile bike ride from London back to the school to raise money for the renovation of a hydrotherapy pool for a partnership special school. Other pupils completed the 97-mile 'Cheshire Ring' in 36 hours to raise money for a local child to receive spinal surgery in the United States of America. Pupils are respectful and tolerant of each other, whatever the background of the individual and whether or not the pupil has recently arrived or has been at the school since the EYFS. They enjoy helping others whether near at hand, such as through charity events for local children, sharing resources with a local school, or further afield, such as the community action projects in Africa. A very large majority of parents and pupils who responded to the questionnaires agreed that the school encourages pupils to be tolerant of those with different faiths and beliefs.
- 3.24 In the early years, children demonstrate an excellent attitude towards hygiene by washing their hands before meals and snacks, while children with SEND develop their understanding of hygiene and cleanliness very well when supported during meal times. Children demonstrate excellent knowledge about risk by confidently identifying potential hazards as they move around the classroom and when they use the climbing frames in the outdoor areas. Junior pupils displayed an excellent awareness of kindness and safety skills as teaching and non-teaching staff modelled how to identify risks and help each other when they use equipment. Pupils show good knowledge and understanding about exercise and healthy diet as a result of PE lessons. They were also observed during extra-curricular activities to encourage each other through team work and movement. Both in the classroom and around school, pupils show high levels of concern for each other. Almost all pupils who responded to the questionnaire said that they understand how to keep safe on line and know what to do in the event of a fire. They talked confidently about what they would do to stay safe online, as a result of internet safety assemblies. Senior school pupils said that staff know them well and are confident that adults can be easily approached for help with work or personal issues.

#### **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 and two other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

##### **Inspectors**

Mr Desmond Dunne	Reporting inspector
Mr Jonathan Longdon	Compliance team inspector (Former bursar, IAPS school)
Mrs Maria Edwards	Team inspector (Headteacher, IAPS school)
Mr Alastair Reid	Team inspector (Headmaster, ISA school)
Mrs Eithne Webster	Co-ordinating inspector for early years (Former senior leader, IAPS school)
Mrs Susan Skinner	Team inspector for EYFS (Deputy head, IAPS school)