



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Beehive Preparatory School

October 2022

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School's Details

School	Beehive Preparatory School		
DfE number	317/6051		
Address	Beehive Preparatory School 233 Beehive Lane Ilford Essex IG4 5ED		
Telephone number	0208 550 3224		
Email address	officebeehiveprep@gmail.com		
Headteacher	Mr Jamie Gurr		
Proprietors	Beehive Education Ltd		
Age range	3 to 11		
Number of pupils on roll	66		
	EYFS	14	Pre-prep 8
	Prep	44	
Inspection dates	4 to 6 October 2022		

1. Background Information

About the school

- 1.1 Beehive Preparatory School is an independent co-educational day school. The school was established in its present house in 1926. The current owners, a limited company, bought the school in 2014. The three directors of the company have an equal proprietorial share and are responsible for the school's governance. A new headteacher was appointed in September 2019.

What the school seeks to do

- 1.2 The school aims to prepare children for success in learning, work and life. This includes preparing children for 11+ examinations and transfer to independent and maintained senior schools. The school also aims to nurture children to become confident, well-rounded individuals who will make a positive contribution to their communities.

About the pupils

- 1.3 Pupils come from families with a range of professional and business backgrounds living within the locality. No pupil in the school has an education, health and care (EHC) plan. The school has identified nine pupils as having special educational needs and/or disabilities (SEND) and class teachers modify the curriculum to meet their needs. Curriculum modification is also undertaken for those who are more able. English is an additional language (EAL) for most pupils and any support required is met by their class teachers.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, 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](#).

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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-prep class	Years 1 and 2
Junior prep	Year 3
Prep	Years 4 and 5
Senior prep	Year 6

Key findings

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

- Pupils display excellent attitudes to their learning. They are keen and enthusiastic learners who strive to give of their best.
- Pupils' communication skills are of a high order. They speak with confidence and maturity and their writing is of an excellent quality.
- Pupils' knowledge and application in mathematics is excellent.
- Pupils' skills and knowledge in certain areas, such as music, French, art and information and communication technology (ICT) are not as well developed as in other areas of learning.

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

- Pupils display outstanding self-confidence and self-esteem. They are quietly positive and confident.
- Pupils are excellent members of a harmonious and extended family within the school, demonstrating notably strong social skills.
- Pupils celebrate diversity and inclusion with enthusiasm. They recognise and celebrate individuality.
- Pupils are excellent decision makers, understanding how this may be a delicate process that involves tact and diplomacy.

Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen pupils' skills and knowledge in the wider curriculum, including in music, art, ICT and modern foreign languages to bring achievement in line with other subjects.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Data show that pupils attain well when compared to those who take the same tests nationally. This is especially so in mathematics and reading where the majority of pupils, across the age ranges, score above national averages. Pupils' progress is good from their starting points for all groups, including those with SEND and EAL. This is evidenced in their work, data tracking and teacher assessment. Pupils' progress is supported by teaching that understands each individual's needs. The teachers know their pupils well which is a significant contributory factor in their development. This is reflected in the pre-inspection questionnaires where every parent who responded agreed that teaching, including any online provision, enables their child to make progress. Pupils were equally positive in the questionnaires, with everyone stating that their teachers know how to help them learn and that staff are supportive. In pupils' workbooks the presentation, quality and volume of work reflects this progress. This is especially the case in the core subjects of English, mathematics and science. The school is most successful in achieving its aim in preparing pupils for secondary transfer, especially where academic success is a determining factor.
- 3.6 The development of pupils' knowledge, understanding and skills in numeracy and literacy is excellent, as seen in lesson observations, work scrutiny and in discussions with pupils. The development of skills in subjects such as music, modern foreign languages and art is less strong. A relevant factor contributing to this outcome are the challenges faced by a small school on a restricted site. However, all the parents who responded to the questionnaires agreed that the school offers a suitable range of subjects. Mathematics is a particular strength at the school and in lessons seen, especially in senior prep, the pace was swift and challenging and pupils were seen to be making rapid progress. Likewise, children in the EYFS effectively build up a skills base that will equip them well as they move through the school. Older pupils demonstrated great confidence when asked to act out parts of a story and they played the parts of the children from *Tom's Midnight Garden* with skill and enthusiasm. Likewise in a science lesson, older pupils showed a good depth of understanding as to how bones heal, including the role of blood in helping to stop infections. Leadership and management places a high emphasis on developing the pupils' skills set and this is reflected, for the most part, in the manner in which the pupils develop their subject understanding.
- 3.7 Pupils' communication skills are excellent. The youngest children in the EYFS interact positively with everyone they encounter and share their thoughts and ideas in a mature fashion for their age. In lessons, pupils show confidence when speaking and they listen respectfully to both adults and their peers. They speak with confidence and aplomb with all they meet and have a quiet inner confidence in their communication abilities. Their reading is a particular strength, stemming from the skills learnt in the EYFS. For example, Reception class children relished the excitement of reading a book that contained challenging vocabulary such as crocodile and dragonfly. The content and presentation of pupils' writing, particularly at the upper end of the school, is excellent. This is shown in book scrutiny and in all lessons observed. At such times pupils write with a style that suits a range of genres with a rich vocabulary and a skill to convey meaning.
- 3.8 The development of pupils' competence in numeracy is strong and they confidently apply their skills to other areas of the curriculum, as seen in their science work books where they record facts about the different planets. Pupils say that they feel confident to use their skills in situations outside of school, for instance when they are shopping. The pupils' mathematical achievement in lessons observed, was of a high standard where every child, including the gifted and talented, was challenged

and demonstrated a love of the subject. This was shown when more able older pupils worked on an algebra topic that was well in advance of their chronological age. In discussions, pupils stated that they are appreciative of the support and guidance given by their teachers to enable them to grasp new mathematical concepts.

- 3.9 The development of pupils' competence in ICT is reported to be good in discussions with both pupils and staff. Pupils love to research topics from the internet and then present their findings in an exciting and eye-catching way. Older pupils showed their knowledge and understanding when creating quick response, QR, codes. Pupils are confident in their use of technology and state that they would like more opportunities to use it in other areas of learning. Inspection evidence, such as in work books, supports this view. The school is aware that certain aspects relating to the development of ICT skills, may be restricted due to issues such as an unreliable internet connection.
- 3.10 The development of pupils' study skills is excellent, and they demonstrate the ability to draw upon a suitably wide range of sources in their lessons and to develop higher-order skills, especially in mathematics, when working in the outdoor learning environment, and in personal, social, health and relationship education (PSHRE) and philosophy lessons. Pupils demonstrated excellent study skills when they were asked to investigate whether there are right, obtuse or acute angles in nature. They showed tenacity and determination in their investigations. Teachers challenge the pupils' thinking and they in turn respond positively and with determination. This was shown when pupils had to analyse a Martin Luther King speech and were adept at interrogating questions around areas such as, 'What does freedom mean?' and, 'What does it mean that all are created equal?'
- 3.11 Pupils achieve well at the point of transfer to their chosen secondary school. This reflects a key aim of the school to prepare pupils well for 11+ examinations. All pupils gained their choice of senior school last year and in the past pupils have gained scholarships and awards to academically selective schools. This aspect is given a high priority by school leaders and managers. This is confirmed in the questionnaires when all parents who responded felt that the school is governed, led and managed effectively. Pupils achieve well in and out of school activities including sports and subject challenges, such as in mathematics. They participate successfully in a wide range of activities beyond the school gates including playing for a premiership football academy, joining in the police cadets, participating in music and dance classes and playing tabla drums in the local temple.
- 3.12 Pupils' attitudes towards learning are a real strength of the school. They demonstrate initiative and independence, as the staff use skilful teaching techniques and plan the curriculum carefully. By doing this, they ensure they engage each pupil and encourage them to face challenges with tenacity. Pupils show strong collaborative skills and, when the opportunity is provided, they take leadership in their learning. This inspection judgement is supported by parents in the questionnaires, where almost all who responded agreed the school equips their children with the team working, collaborative and research skills they need in later life. This is also evidenced in lesson observations and in conversations with pupils. The philosophy for children provision helps to support this, as pupils discuss weighty topics and have to listen and collaborate throughout. The extent of pupils' collaborative work is reflected in the school council where pupils feel that they really do have a voice. For instance, *Fruity Friday* was introduced following an initiative from the head boy. Teachers challenge pupils to reflect on how they should be promoting a positive mind-set and the pupils respond accordingly with comments about the importance of learning from one's mistakes, how to always reach for the stars and to strive to be the best that you can be.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' development of their self-knowledge, self-esteem, self-confidence, self-discipline and resilience is excellent. They show a mature understanding of how to improve their own learning and performance. The senior prep pupils are well prepared for the next stage of their lives, and they express gratitude for the way the school has helped them to develop self-understanding, especially through the school values instilled by senior staff. They demonstrate a quiet inner-confidence and are eloquent and polite at all times. They are self-disciplined and they live the school values of family, kindness and respect. For example, they hold doors for adults spontaneously and are friendly and cheerful. The pupils embody the spirit of the school that is epitomised by all staff, especially school leaders. In the questionnaires parents were overwhelming in their responses in this area, feeling that the school helps their children to be confident and independent.
- 3.15 Pupils are adept decision makers. Senior prep pupils state that the school gives them plenty of opportunities to develop their skills through the prefect system, buddies at playtime and the school council. They also make wise decisions about managing their own academic success. For example, two senior prep pupils chose to stay in at lunchtime to finish their extended writing pieces, rather than go outside to play. Even the youngest children in the EYFS reflect on their choices and are supported in making the right decisions by staff who know their cohorts extremely well. Pupils make mature decisions in their relationship building and for their own wellbeing. In discussions, pupils feel that the school has really helped them in this area. They understand that the decision-making process can be a delicate one, as each person has their own opinions and that everyone is unique. Pupils maturely cite mutual respect and support as the cornerstones of effective decision making.
- 3.16 Pupils, including in the EYFS, develop a strong spiritual understanding and this is shown in the confidence that they have in who they are, and in the way that they accept and embrace those who practise a different faith, or have none. They show that they have a good appreciation of non-material aspects of life, citing art, music and the wonder of nature, as elements that make them feel good inside. The contribution the school makes to the development of their pupils' spiritual understanding is strong and it is supported through philosophy, the PSHRE programme, and the regular trips to the outdoor learning environment. Pupils appreciate their weekly assemblies, and the older pupils say that they help them to think about, and reflect on, key values that impact on everyone's sense of feeling good.
- 3.17 Pupils have a strong moral understanding and take responsibility for their own behaviour and choices seriously. They readily distinguish right from wrong, and they discuss moral dilemmas with a great depth of understanding in their philosophy sessions. Pupils respond positively when any reminder and reinforcement about making the right behavioural choices may be necessary. They understand that the school rules are there to help them to stay safe and respect the systems that are in place. The pupils behave exceptionally well at all times of the school day including in all lessons, at playtimes and in assemblies. The log of behavioural matters kept by the school reflects the very few incidents of poor behaviour. This positive picture is supported by the pupils in the questionnaires where all feel that the school expects pupils to behave well. Several pupils also commented on how important school leaders are in creating an environment where high standards of behaviour are expected and actively promoted.
- 3.18 Pupils are excellent social citizens. They form part of a harmonious community which is based on kindness and mutual support. They are polite and courteous at all times. Older pupils instinctively look after those younger in the school and show patience and kindness even when they may really prefer to be playing and mixing with pupils of their own age. Children in the EYFS look up to the older pupils as key role models. All pupils greet adults confidently and are astute enough to predict what they may

need, for instance a pupil asked the inspector if she would like the table moved in the playground. One key aspect that underpins this excellent development is the depth of the pupils' understanding around areas such as human rights. School leaders actively promote these and pupils respond positively to the study of each article of the UNICEF charter. In an assembly during the inspection visit pupils reflected maturely on how adults must act in the best interests of children and what it meant to them as individuals in a cohesive society. Pupils also felt positive in this area when completing the questionnaires. Almost all expressed the view that the school teaches them to build positive relationships and friendships.

- 3.19 Pupils enjoy fulfilling their responsibilities as class monitors, school council members and in senior prep as prefects, house captains and head pupils. They feel that they make a positive contribution to the school and that this builds their social skills and self-confidence. During playtimes the older pupils were seen helping those younger than themselves and all are keen to help their teachers in any way that they can. The pupils' wider contribution to life beyond the school gates was curtailed during the recent pandemic and this is an area that the school leadership is keen to redevelop to enable pupils to have a more global vision. However, pupils understand the importance of their role in helping those less fortunate than themselves and embark on charity fundraising with enthusiasm and a depth of empathy and understanding that belies their ages.
- 3.20 Pupils show a deep level of respect for diversity and in conversations and lesson observations, they were seen to have a mature appreciation for their own and other cultures. They celebrate not only their own religions and cultures but also those of others. They speak with passion of the importance of accepting that people have the right to make their own choices and that such choices must be respected. This pushes into all areas of equality, including LGBTQ+ matters. The word 'tolerant' is one not used by the pupils. They prefer to focus on the celebration of individuality. In discussions, pupils spoke passionately about how individuality joins people together rather than separates them. This is an area that is once again outwardly promoted by the adults within the school and modelled by school leaders and managers. These findings are supported by parents in the questionnaires where almost all agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils all know how to stay safe in school and they take responsibility for their own actions. Children in the EYFS understand the importance of handling tools and toys correctly to avoid any accidents. Pupils feel that the school is a safe place to be and that they understand the importance of keeping themselves safe, including online. Every pupil who responded to the questionnaire responded positively in this aspect and felt that there is always an adult to whom they could talk. They are confident that any worries or concerns would be listened to and acted upon. They understand about being physically healthy and look forward to *Fruity Friday* when they bring in fruit and gain house points for how exotic it is. In science and PSHRE, pupils talk knowledgeably about keeping fit and healthy and they understand the importance of leading a balanced lifestyle. In the questionnaires, all pupils feel that the school encourages them to be healthy.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form times and assemblies. Inspectors visited the facilities for the youngest pupils. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Graham Gorton	Reporting inspector
Ms Sophie Green	Compliance team inspector (Former head, IAPS school)
Mrs Hilary Wyatt	Team inspector (Head, ISA school)