

Beehive Preparatory School

Independent school standard inspection report

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Beehive Preparatory School is an independent co-educational primary school which admits children aged four to 11 years. The school was established on its present site in Ilford, Redbridge over 85 years ago. The school is registered for 92 pupils and there are currently 88 full-time pupils on roll. There are no pupils with a statement of special educational needs but a small number speak English as an additional language. There are 14 pupils in the Early Years Foundation Stage. There are no pupils in receipt of funding for nursery education. The school serves pupils from a wide range of ethnic heritages and aims to provide a happy, safe and family oriented environment for educating children through a traditional curriculum and approach. The school was last inspected in 2008.

Evaluation of the school

Beehive Preparatory School provides a good standard of education; pupils flourish because they are happy and enjoy school. Pupils are well motivated and are eager to learn so they make good progress in their learning and achieve well. The overall effectiveness of the Early Years Foundation Stage is satisfactory and children make satisfactory progress. Within this well-disciplined and caring environment, pupils are well behaved and respectful of the staff and of each other. The provision for safeguarding pupils' welfare, health and safety is satisfactory. The school has made satisfactory progress in tackling most of the issues identified in the last inspection and now complies with most of the regulations for independent schools.

Quality of education

The curriculum is good; it is broad and balanced and provides thorough coverage of the core skills of literacy and numeracy. The range of subjects and activities taught includes all the subjects of the National Curriculum. Provision in the Early Years Foundation Stage is satisfactory. The school makes satisfactory provision for information and communication technology (ICT); it is not used by pupils as much as it could be to support their progress across the whole curriculum. Some curriculum

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

areas, for example music, are covered in concentrated blocks rather than continuously timetabled and this contributes to pupils' good progress. A particular strength of the school's provision is that some curriculum areas will temporarily take precedence over others if the class teacher feels that additional time is necessary in order to make good progress. The personal, social, health and citizenship programme is interwoven well across other subjects and includes a wide variety of activities, such as guidance on how to adopt healthy lifestyles for younger children and an understanding of public institutions for older pupils. The pupils enjoy and value the rich learning opportunities the curriculum offers. However the range of extra-curricular activities on offer at present is limited.

Teaching and assessment are good, so that pupils make good progress overall. The use of specialist teachers throughout the school for music, art and physical education is a particular strength, with pupils benefiting from their very good subject knowledge. Pupils' progress in writing, reading, listening and speaking across the school is particularly good. The teaching has some common features. Teachers use questioning skilfully, targeting their questions carefully to assess the learning of individual pupils and to develop their understanding. In the most successful lessons, teachers share with pupils exactly what they expect them to learn and pupils are encouraged to judge for themselves how successful their learning has been. In one particular lesson, in which pupils were being taught how to write a scary story, the pupils were enthused by the passion and energy of the teacher who inspired the pupils with his enthusiasm. The teacher captured the pupils' imagination and this ensured that their work was the very best it could be. The pupils buzzed with excitement and forged ahead because the work was interesting and enjoyable. However, in the few less effective lessons, the activities planned do not cater for the full range of abilities well enough, particularly of the most able. The needs of those pupils who are learning English as an additional language as well as those who have special educational needs and/or disabilities are met well. Teachers pay very good attention to ensuring equality in lessons, treating all pupils equally regardless of gender or background.

Assessment procedures and the use of targets are good. There is a clear framework in place to assess older pupils' attainment at different points in their school life. This information is used effectively to plan teaching. Marking is thorough and consistent and often accompanied by written advice on how to improve. Effective use is made of tracking systems to gauge progress. Teachers are well informed of the achievements and learning needs of individual pupils. Assessment procedures on entry into the Early Years Foundation Stage are effective and children's progress is evaluated regularly.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral and cultural development of pupils is good. Their social development is outstanding. The school provides a calm and pleasant environment. Pupils' attitudes towards school and each other are very positive; they are courteous

and show good manners. Attendance and behaviour are good. The school provides a varied range of experiences which enables pupils at all stages of their education to learn about different cultures. Pupils become aware of the need to live in a harmonious and ethnically diverse world. Effective contributions are made from various curriculum areas to prepare pupils for their future role as British citizens and to develop their understanding of public institutions and services in England. Pupils work hard to improve their personal performance; this contributes strongly to developing their self-esteem and confidence. Pupils enjoy their educational experiences and they have a positive outlook to life and their future. They have ambitions and goals to achieve highly. Pupils can differentiate between right and wrong. They value different cultures and experiences through the celebration of religious festivals. This helps them to develop understanding and tolerance of other faiths and cultures.

Welfare, health and safety of pupils

The school makes satisfactory provision for the welfare, health and safety of the pupils. It provides a caring environment in which pupils feel safe and parents and carers feel that their children are well cared for and enjoy school. Staff have been trained in child protection and have a good level of awareness of the school's policies and procedures although the member of staff responsible for safeguarding has not attended the level of training required to meet current guidelines. A suitable course of training was booked during the period of the inspection. The Early Years Foundation Stage classroom teacher has attended the relevant child protection training and is aware of all relevant safeguarding requirements. The pupils have good opportunities for regular exercise in physical education lessons and at break times. The admission and attendance registers meet the regulations.

Pupils feel confident to talk to staff if they have any concerns. The school has a written policy for first aid and staff are clear about who has up-to-date training and is authorised to carry out first aid. Pupils know about healthy eating and appreciate the impact of keeping fit. They feel very safe and very well cared for. The supervision of pupils is outstanding. Procedures for ensuring pupils' health and safety on educational visits are secure. The fire officer has confirmed that the school meets the requirements for fire safety. The school complies with the Equality Act 2010; plans are in place to improve accessibility.

Suitability of staff, supply staff and proprietors

The school has established suitable procedures for ensuring that all staff and volunteers are checked for their suitability to work with children. All required checks have been completed for those in regular contact with pupils and these are noted in a single central record.

Premises and accommodation at the school

The school building is in a satisfactory state of repair and decoration. The learning environment is enhanced by the attractive displays of pupils' work and the furniture is now appropriate for the size of the pupils. Good use is made of local community facilities to supplement the accommodation on offer. Some of the classrooms are too small for the number of pupils they accommodate and this restricts the nature of activities that can take place. The playground is too small to cope with the number of pupils using it at any one time, although there is no hazard to the pupils. While both problems are mitigated by the outstanding levels of supervision and the good behaviour of the pupils, the school is to review the way in which break times are planned. The school now provides satisfactory facilities for pupils who become ill.

Provision of information

The school provides the required range of information through its prospectus, reports and school policies. Parents and carers are very supportive and feel that their children are happy and enjoy school. They feel comfortable in approaching the school to resolve any issues. Annual school reports for pupils are detailed, informing parents and carers what progress has been made.

Manner in which complaints are to be handled

The school has a written set of clear and fair procedures which meet the regulations.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness and quality of provision in the Early Years Foundation Stage are satisfactory. Overall outcomes are satisfactory. Most children make satisfactory progress in their learning although some make good progress. Their personal, social and emotional development is a clear strength and progress is good. They settle happily and swiftly into the life of the school. They are polite and courteous to visitors. They display positive attitudes towards learning and cooperate to work well together when opportunities arise.

Relationships between the classroom teacher and children are respectful and this contributes strongly to their personal development and well-being. Children feel safe and valued and are confident in asking for help when needed. Children are well supervised by the adults who attend to their needs. Teaching and learning are satisfactory. Staff use a suitable range of resources to enhance learning. However the space available makes it difficult to enable children to access the learning resources freely in the classroom. This limits their ability to use their creativity and imagination and is the main reason for their progress being satisfactory rather than good.

Staff carry out effective assessments when children start at the school and the teacher develops a suitable understanding of each individual pupil's abilities through observation and evaluation. The information is used well to inform future planning in order to meet the different learning needs of the children.

The leadership and management of the Early Years Foundation Stage are satisfactory. The managers of the school know what works well and demonstrate the capacity to tackle areas for development effectively. However, while they recognise the problems associated with limited space, they have yet to tackle them. The school takes suitable steps to ensure that those working with children are suitable people. The school works closely with parents and carers and this is well appreciated by them.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that the designated person responsible for safeguarding matters has received a suitable level of training (paragraph 7)

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure that classrooms are of adequate size for the number of pupils (paragraph 23(i))
- ensure that during break and lunchtimes the playground is not overcrowded (paragraph 23(s)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Increase the use of ICT across the curriculum.

³ www.legislation.gov.uk/uk/si/2010/1997/contents/made.

- Further challenge the more-able pupils so as to help them to attain more highly.
- Increase the number and range of extra-curricular activities in the Early Years Foundation Stage, and address the issue of limited space and its impact on children's learning.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage			✓	
The quality of provision in the Early Years Foundation Stage			✓	
The effectiveness of leadership and management of the Early Years Foundation Stage			✓	
Overall effectiveness of the Early Years Foundation Stage			✓	

School details

School status	Independent		
Type of school	Primary day school		
Date school opened	1926		
Age range of pupils	4–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 47	Girls: 41	Total: 88
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£4,650		
Address of school	233 Beehive Lane Ilford Essex IG4 5ED		
Telephone number	0208 550 3224		
Email address	chris@beasant.com		
Headteacher	Mr Chris Beasant		
Proprietor	Mr Chris Beasant and Mrs Janet Beasant		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2011

Dear Pupils

Inspection of Beehive Preparatory School, Ilford, Essex IG4 5ED

Thank you for making the inspection team so welcome when we visited your school. We enjoyed having the opportunity to meet you and your teachers. You told us that you enjoy going to school and particularly like its family atmosphere. Your parents and carers agree, and most are very pleased with the education you receive. We greatly enjoyed meeting you, seeing you learn and talking to you. You go to a good school where adults work hard to prepare you for the future. You make good progress in your subject areas and you make excellent progress in your social development. Your attendance is good and I was impressed by the fact that you are keen to learn and get on with your work independently. This is because your teachers know you as individuals and teach you well. You are well behaved and get on really well with each other. We were pleased to note that you have high hopes for the future. In order to make your good school even better, I have asked the school to:

- make sure that the outdoor play area and your classrooms are just right for all your needs
- make sure that teachers are fully trained to keep you really safe
- give you more contact with computers to help you to learn and to also make sure that you achieve the highest standards possible.

We wish you well for the future.

Yours sincerely

Israr Khan
Lead Inspector