

Beehive Preparatory School

233 Beehive Lane, Redbridge, Ilford, Essex, IG4 5ED

Inspection dates 27–29 January 2015

Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings

This is a good school.

- The school's leaders, including the proprietors, have worked hard since taking over the school to ensure that good quality teaching helps all pupils achieve well and make good progress.
- Leaders and managers carefully guide staff in how to help all pupils become confident learners. Consistent encouragement and praise help all pupils achieve well.
- Leaders and managers have established a carefully considered programme of activities that promotes pupils' spiritual, moral, social and cultural development well. They give high priority to pupils' personal development by ensuring that pupils have plenty of opportunities to grow in self-esteem and self-confidence.
- Teaching is good. Teachers have successfully created an environment where pupils enjoy learning and are keen to try new things.
- Pupils are provided with a wide range of subjects and activities that captures their interest and meets their needs well. This contributes to the good achievement that all pupils make.
- Pupils' behaviour during lessons and around school is consistently good. Pupils are exceptionally courteous and well mannered.
- Pupils are well cared for and good systems are in place to ensure that they are always kept safe. As a result, all pupils spoken to say that they feel safe.
- Good leadership and management of the Early Years Foundation Stage ensure that all children make consistently good progress towards the early learning goals.

It is not yet an outstanding school because

- Systems for improving teachers' skills are not always fully effective in raising the quality of teaching to outstanding.
- Not all subjects are always delivered consistently well with the same breadth and depth.
- Provision for information and communication technology is underdeveloped in the main school and in Reception.
- There are not enough resources in Reception to facilitate outstanding learning.

Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 15 lessons taught by six different teachers. They scrutinised pupils' work and held meetings with the headteacher, the proprietors, teachers with specific responsibilities, staff and pupils.
- The school's documentation was checked, including schemes of work, teachers' planning, assessment records and records pertaining to safeguarding, welfare, and health and safety. The inspectors checked the school's compliance with the regulations for independent schools.
- There were no responses to Ofsted's Parent View online questionnaire. The inspectors considered responses to six questionnaires returned by staff and two letters submitted by parents.

Inspection team

Chanan Tomlin, Lead inspector	Additional Inspector
Michele Messaoudi	Additional Inspector

Full report

Information about this school

- Beehive Preparatory School is an independent co-educational primary school which admits children aged four to 11 years.
- The school is owned by Beehive Education Ltd and was purchased by the current owners in September 2014. At that time, a new senior leadership team was appointed. One of the proprietors serves as the headteacher.
- 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 80 full-time pupils on roll. There are no pupils with a statement of special educational needs. All pupils are fluent in English, but most speak English as an additional language.
- There are nine full-time pupils in the Early Years Foundation Stage. There are no pupils in receipt of funding for nursery education.
- There are five classes. These include a Reception class for the early years. There are mixed age groups in Classes 2, 3 and 5. Although there is one teaching assistant, she was not observed during this inspection.
- The school provides a breakfast club and a variety of after-school clubs for pupils.
- The school has no religious affiliation. It 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 October 2011.

What does the school need to do to improve further?

- Improve the curriculum by:
 - ensuring that all subjects, including information and communication technology (ICT), are planned and delivered consistently, with the same breadth and depth as English and mathematics
 - introduce even more ways for pupils to learn about other cultures and faiths.
- Improve the quality of teaching to outstanding by providing teachers with a wider range of good quality training and more opportunities to share outstanding practice, to help them acquire the skills that they need to provide pupils with consistently high levels of challenge.
- Improve provision in the Early Years Foundation Stage by:
 - ensuring that children have more experiences in ICT
 - improving the range of resources for indoor and outdoor learning.

Inspection judgements

The leadership and management are good

- Good leadership and management have ensured that pupils make good progress in all subjects, including English and mathematics.
- The leadership of teaching is good. Leaders and managers have gained the confidence of staff in the short time since taking over the school. They have created a drive amongst staff to raise levels of achievement for all pupils and groups of pupils. They have achieved this through the effective performance management of staff through frequent and challenging lesson observations that help teachers improve, and by establishing good systems for tracking progress in all subjects.
- Some teachers were assigned specific responsibilities when the management changed in September 2014. These teachers work well with all staff to help raise the quality of teaching and learning. They have also forged good working relationships with parents. As a result, parents have confidence in school leaders and are well informed about the ways that they can help their children consolidate learning at home.
- Leaders and managers have successfully created a purposeful learning environment where pupils engage in learning and are keen to make good progress. They have accomplished this through communicating high expectations to teachers and by guiding them well in the ways that they can improve their teaching.
- Senior leaders have created a self-evaluation document that clearly identifies the school's strengths and areas that need to improve. This is complemented by a development plan that sets out the ways improvements can be brought about in a realistic timeline. This helps senior leaders focus on what needs to be done to improve the provision and raise standards for all pupils.
- Teachers have been provided with some high quality training to help them raise the quality of teaching. However, this is not frequent enough and courses do not cover a broad enough range of skills to help teachers raise levels of achievement to the highest standards. Although there is evidence of some outstanding teaching, teachers do not have enough opportunities to share outstanding practice.
- The school promotes the spiritual, moral, social and cultural development of pupils well. Pupils grow in self-esteem and self-confidence because they are constantly complimented and rewarded for good efforts and achievements. Staff act as good role models; they encourage pupils to be respectful and mindful of others' needs. The impact of this is that pupils understand what is right and what is wrong and interact with each other in an atmosphere of mutual respect.
- Leaders and managers ensure that pupils are well prepared for life in modern Britain through learning about British culture in history, geography and personal, social and health education (PSHE).
- Provision for citizenship is good, but less well developed. Leaders and managers have made a concerted effort to improve teaching and learning in the short time since taking over the school and have not had enough time to improve provision for citizenship effectively. They have recently created a good citizenship policy which, when fully embedded, will provide pupils with more knowledge and experiences in citizenship.
- Pupils learn about other faiths and cultures through personal, social and health education (PSHE), history, geography and English. As a result, they are interested in other people's beliefs and customs. An example of this is a Class 5 English lesson where pupils discussed a presentation about a trip to Berlin and visits to a concentration camp and a Jewish museum. This prompted an interesting and animated discussion about how pupils feel about persecution and racism, and shows that pupils are keen to understand and appreciate diversity and equality.
- The school offers a wide range of subjects that capture pupils' interest and help pupils achieve well. These include extra-curricular activities, such as a Breakfast Club, a choir and 11+ clubs, which are well attended and enjoyed by pupils. Whilst the provision of English and mathematics contains great breadth and depth, the ways that pupils learn in other subjects, such as citizenship and ICT, are good but less well developed. Notwithstanding this, pupils attain well and make good progress in these subjects.
- The premises and accommodation are small but adequately suited to accommodate the current cohort and to support the subjects taught. All areas of the school are well maintained and adequately decorated. Physical education takes place in the school playground, local parks and at a local leisure centre. This is supplemented with a good programme of extra-curricular sporting activities, such as netball, football and cricket, which are thoroughly enjoyed by the many pupils that take part in them.
- The school meets the requirements related to the provision of information for parents and carers and the complaints procedure includes all of the required details.
- Leaders and managers have ensured that all of the independent school standards are fully met.

■ The governance of the school:

- The proprietors are very involved in all aspects of the school's provision. They hold leaders and managers to account for all aspects of their work, challenging them on school improvement and providing them with high levels of support. This helps generate a successful drive amongst all staff to secure high standards of personal development and good achievement for all pupils.
- The proprietors are very committed to raising standards and helping pupils succeed in their learning. They constantly monitor the progress of all pupils and groups of pupils to ensure that everything is done to overcome barriers to learning.
- The proprietors have established good policies and procedures that help keep pupils safe; these fully meet the most recent guidance. Arrangements for the recruitment of new staff are robust. Safeguarding procedures fully meet the requirements. The school works well with external agencies to ensure that pupils are safe.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. In many instances, it is outstanding. Pupils are exceptionally courteous and respectful. They go out of their way to make visitors to the school feel welcome. They take great pride in their work and show how keen they are to learn and achieve well by consistently applying themselves to their studies and by producing good amounts of high quality work.
- Pupils help facilitate the smooth running of breaks and school events through serving as monitors and prefects. This helps create a sense of community because pupils know that they are responsible for one another. Pupils are often asked to express their views and to suggest ways that the school can be improved. One pupil wrote a letter to the headteacher asking that she set up a school council. School leaders have acted upon this and a school council is in the process of being established.
- Pupils contribute to the wider community through activities such as raising funds for charity, visiting local shops and through links with a neighbouring nursery.
- When pupils work on their own, they concentrate and try hard to figure things out for themselves. For example, during a Class 2 geography lesson, each pupil worked diligently to create maps of their journeys to school. Pupils often work in pairs and help each other master difficult concepts. An example of this is a Class 4 mathematics lesson where pupils worked together with great enthusiasm to organise three, four and five digit numbers in the right order.

Safety

- The school's work to keep pupils safe and secure is good. It is not outstanding because, although policies related to health and safety meet current guidance, not all policies are fully comprehensive.
- Parents have confidence in the school's systems to keep pupils safe. Pupils say that they feel safe. They know where to turn to if they need assistance and know that they will always be listened to and effectively supported.
- Pupils learn about all of the different forms of bullying and the harm that it can cause through PSHE and during Anti-Bullying Week. They say that bullying is rare, and if it were to happen it would be dealt with effectively.
- Attendance over the past three years has been above average. All lessons and the school day always start punctually.
- Pupils learn about the differences between people in ways that effectively promote respect and tolerance. As a result, they see each other and people that are different to them as equal, regardless of their cultural background, faith or sexual orientation.

The quality of teaching

is good

- Good teaching ensures that all pupils achieve well in speaking, reading, writing and mathematics. Teachers know their pupils very well and have a thorough understanding of their needs and aptitudes. Consequently, they provide work that is demanding without being overwhelming. They have high expectations of work and behaviour and establish very positive relationships with pupils.
- The teaching of reading is good and enables all pupils to make rapid progress. Pupils read frequently and widely, both in school and at home. Currently, most pupils are reading above the levels expected for their

ages.

- Teachers promote pupils' speaking and listening skills consistently. The teaching of writing and mathematics is good, and outstanding in some classes.
- Teachers' subject expertise is used very effectively. The quality of teaching in history, geography, science, citizenship and ICT is less well developed, and teachers do not always use a wide enough range of resources and strategies to captivate pupils' interest in these subjects.
- Teachers have responded enthusiastically to changes introduced since the beginning of this academic year and work effectively to raise standards in reading, writing and mathematics. Pupils cover a lot of work in English and mathematics and homework is regularly set to build on pupils' knowledge in all subjects and to consolidate learning.
- In lessons, teachers demonstrate good questioning skills that develop pupils' reasoning and deepen their understanding. They listen to pupils' responses carefully and quickly analyse whether pupils' knowledge needs consolidating or extending, or whether misconceptions have occurred that need to be rectified. Teachers check on pupils' work frequently and provide instant feedback to help them improve their work.
- The teaching of less-able pupils is good because they receive the support and individual attention that they need to achieve well in all subjects. Most-able pupils are taught well and receive high levels of challenge. This helps them make consistently good progress.
- The quality of marking has improved as a result of recent training. There are examples of detailed and helpful comments in pupils' work that show pupils exactly what to do to improve. Evidence shows that pupils act on these comments. Peer-assessment has recently been introduced and pupils say that this process deepens their understanding of how well they are doing. The quality of marking is inconsistent and this is a contributing factor to teaching that is not outstanding.
- A new assessment system was recently established that enables teachers to identify pupils who are at risk of underachieving in any subjects. Pupils' progress is tracked every half term in reading, writing and mathematics, and the findings are reported to parents. This represents a significant improvement since the last inspection and has had a major impact on raising standards and accelerating progress.
- Teachers do not receive a wide enough range of good quality training or enough opportunities to share outstanding practice. As a result, they do not all have the many skills that they need to provide pupils with consistently high levels of challenge.

The achievement of pupils

is good

- As a result of effective teaching, all groups of pupils, including those that are less and more able, achieve well and make good progress. This is further achieved through judicious mixed-age grouping in Classes 2, 3 and 5 where pupils are provided with just the right level of support and challenge. All pupils gained entry to selective schools of their choice.
- Baseline assessments carried out in the autumn term of this year to check pupils' starting points in reading, writing and mathematics revealed that boys outperformed girls in mathematics in Years 1, 2 and 4, and that some individual pupils had gaps in their knowledge and skills. Owing to the effectiveness of the different types of support provided, gaps are closing rapidly and no group is currently underachieving.
- From Reception onwards, pupils make rapid progress in reading because reading skills are taught systematically, with consistent emphasis on developing pupils' comprehension of the text pupils read and the breadth and depth of vocabulary. Some Year 1 pupils are grouped effectively with Reception children to fill the gaps they have in their phonics knowledge. A recent review of the English curriculum in Key Stage 1 to give pupils an early start to preparing for the 11+ examination is beginning to have a significant impact on pupils' ability to use more sophisticated language.
- Strong emphasis is placed on developing pupils' speaking and listening skills and this has had a positive impact on pupils developing their writing skills. Pupils have regular opportunities to develop their writing skills in other subjects than English, as evidenced through an analysis of their books. There are examples of outstanding practice in this respect where pupils are encouraged to write at length in every subject.
- Overall, pupils make good progress in mathematics because the work set is well tailored to their needs. They apply their mathematical skills in science, geography and design and technology, for example when making a large scale three-dimensional model of a medieval village in Year 4.
- Pupils that are more able receive high levels of challenge through differentiated work and extra tuition. This helps them achieve well in all subjects.
- Pupils that learn more slowly make good progress. They are helped to catch up rapidly through early identification of their specific needs and well-targeted support. They show pride in their achievements and participate fully in class work.
- A careful analysis of pupils' work shows that standards are rising throughout the school and pupils are on track to be above average at the end of each key stage in reading, writing and mathematics.

- Achievement is not outstanding because progress is not exceptionally good in some subjects; in some classes, pupils have not achieved in history and geography as highly as in other subjects because these subjects have not been taught in sufficient depth.
- Another contributing factor to less than outstanding achievement is that work in practical science has not always been recorded in some classes. The school cannot, therefore, provide sufficient evidence for pupils' achievement in this area. Although ICT resources have improved since the last inspection, the use of ICT across all subjects is not consistently good enough to enable all pupils to achieve outstanding results.

The early years provision

is good

- All the requirements of the Early Years and independent schools standards are met.
- Leadership and management of the early years are good. The new early years leader has brought a lot of expertise and experience to the school, and has effected significant improvements in a short time. Self-review is accurate and informs written management plans to further improve the provision. Assessments are secure and children's progress towards the expected goals is tracked thoroughly.
- Partnerships with parents and local schools are strong and there are clear plans to develop them further. In particular, there are plans to use parents as resources and to utilise their skills on a regular basis. Senior leaders have improved the premises to provide free flow between the indoor and outdoor areas, which is an improvement since the last inspection.
- Links with the local community are not fully developed. Leaders and managers of the setting are exploring ways of addressing this by inviting 'people who help us' to school.
- The range of resources to facilitate outstanding indoor and outdoor learning is not wide enough and children do not have an extensive range of experiences in ICT.
- Children make good progress in relation to their varying starting points towards achieving the early learning goals. They join Reception with personal, social and emotional skills that are above age-related expectations; their good progress is reflected in the confidence they have when speaking to visiting adults and their awareness of the needs of others.
- Consistently good teaching helps children make rapid progress in their fine motor skills, reading, writing and mathematical skills from their starting points. Children demonstrated good knowledge of phonics and used accurate speech during this inspection.
- The proportion of children on track to join Year 1 with a good level of development compares favourably with that expected nationally. The more able children can currently count and order numbers up to 100; they can add within 10 and subtract within eight. They are able to write two sentences legibly, with well-formed and well-sized letters.
- The teaching provides a good balance of activities covering all areas of learning, both indoors and outdoors. Children have opportunities for exploring the world around them, for example when examining worms found in puddles. They have made play dough following a recipe and experienced how materials changed in the process. They have explored shapes and sound when making shakers and a drum.
- Children's behaviour is managed extremely well and the children are encouraged to develop high levels of self-control. For example, those children who were playing quietly engaged the inspector in conversation using low voices, showing that they were mindful of their classmates who were having a formal assessment conducted by the teacher.
- Children feel safe and well cared for and visibly enjoy their time in Reception. The school ensures that they are properly safeguarded.
- Children begin to appreciate that people have different beliefs and cultures by learning about the different religious and cultural festivals that form part of modern Britain. They enjoy reading stories set in different cultures.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	102867
Inspection number	454244
DfE registration number	317/6051

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Day preparatory school
School status	Independent school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Number of part time pupils	0
Proprietor	Beehive Education Ltd.
Chair	N/A
Headteacher	Miss Corinna Richards
Date of previous school inspection	19–20 October 2011
Annual fees (day pupils)	£5,175
Telephone number	0208 550 3224
Fax number	N/A
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