

# The Beech House School

413 Walton Road, West Molesey, Surrey KT8 2EJ

**Inspection dates**

19 July 2018

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 1, 2, 3 and 4*

- The proprietor is setting up this school to provide for a very small number of pupils who have social, emotional and mental health needs.
- The proposed school aims to provide a curriculum that is tailored to each pupil, balancing their educational and therapeutic needs. The intention is to design each pupil's own timetable accordingly, also taking account of their interests and being mindful of age-appropriate study. Documentation makes clear that the resulting package will prioritise the intended outcomes of pupils' education, health and care plans where these are in place.
- The proprietor has ensured that supporting schemes of work are in place to offer pupils a suitably broad and balanced curriculum. If used effectively, these are likely to provide pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.
- The curriculum policy attaches appropriate importance to the development of all pupils' literacy and numeracy skills. It also pays due regard to the promotion of pupils' spiritual, moral, social and cultural development. The personal, social, health and economic (PSHE) education programmes include extensive coverage of each of the fundamental British values.
- A detailed teaching and learning policy sets out the framework and expectations for 'high-quality teaching'. It provides clearly for teachers to use assessments of each pupil's capabilities to tailor the curriculum, schemes of work and individual lessons to meet pupils' needs. The policy sets out a range of reasonable strategies for how leaders intend to ensure that it is implemented effectively. The proprietor intends to appoint teachers with the relevant subject specialisms.
- The school is committed to arranging suitable work experience or work-related learning for pupils at key stage 4 and post-16 students. Adequate plans are in place to ensure that impartial careers advice is likely to be offered to pupils. PSHE

programmes, if used well, are likely to equip pupils with knowledge and understanding that will encourage them towards fulfilling their potential.

- Wisely, the proprietor has formed and continues to cultivate partnerships with local colleges to help provide the required breadth and depth of study, particularly post-16.
- The proprietor plans to evaluate the performance of each pupil individually, drawing on appropriate assessment and tools to assess their progress relative to their individual age, stage of development and priorities identified for them. Taking account of the very small numbers of pupils in the proposed school, the intended approach, if implemented effectively, is likely to be suitable and meet requirements. Results from the proposed qualifications and accreditations offered to pupils would also be a reasonable indicator of their performance.
- If the proposed policies and plans are implemented effectively, the standards in this part are likely to be met.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5*

- A strong and positive ethos runs consistently through the proposed school's policies and schemes of work. One of the main stated aims of the school's curriculum is to build pupils' self-esteem, motivation, empathy and mutual respect. Considering the school's proposals, this is likely to be a continual, underlying theme of all its work.
- Proposed policies and study programmes contain a strong underlying theme of respect of difference. If taught effectively, they are likely to expose pupils to a broad spectrum of diversity and lead to an increasing and deepening understanding of modern Britain.
- A detailed policy sets out the school's commitment and regard to the protected characteristics of the 2010 Equality Act across all its proposed work. The policy specifies that lesson plans will identify explicitly where the protected characteristics are taught, linking with the strong respect, diversity and equality themes of the PSHE programme.
- The school's documentation places a thoughtful emphasis on encouraging pupils to take responsibility for their behaviour and conduct. Planned sessions are likely to prompt pupils to reflect on what part they might play in the future and how they may contribute positively to the lives of others in the community.
- The standard in this part is likely to be met.

## Part 3. Welfare, health and safety of pupils

### *Paragraphs 6 and 7*

- The safeguarding policy follows current guidance issued by the Secretary of State. The proprietor recognises that the policy will need revision for September to reflect updated guidance that is shortly due to take effect. The new lead teacher has been trained in these new requirements. When reviewing the policy, the proprietor wisely has plans to draw on the strengths of an earlier draft of the existing policy, particularly to ensure that the policy is strongly established in the specific context of the school and the pupils who are likely to attend.

- The proprietor has a proven track record in broader aspects of safeguarding and a sound understanding of safeguarding pupils in education. She has ensured that other leaders have had safeguarding training proportionate to their intended roles.

#### *Paragraphs 9 and 10*

- The comprehensive behaviour policy is grounded well in the specific context of the intended school. The detail within it is likely to support the proprietor in fulfilling the intended aim to 'equip teachers with knowledge and skills to be able to manage children's behaviour with confidence'.
- The behaviour policy is clear about permitted and reasonable sanctions and exemplifies well those that are not. The reasonable intention, given the size and type of school, is to tailor individual sanctions to each context and pupil.
- The school's proposed anti-bullying policy is emphatic that bullying is a type of abuse. It is thus likely that the prevention and tackling of bullying will be given significant status once the school is operating. The associated strategy sets out reasonable steps for how leaders intend to establish a culture conducive to minimal bullying, and prevent, identify and respond to any incidents.

#### *Paragraphs 11, 12, 13, 14, 15 and 16*

- The health and safety policy references a range of relevant legislation and explicitly specifies the responsibilities of staff and leaders aimed at ensuring the welfare of pupils and staff. The policy sets out plausible procedures for how the proprietor intends to oversee and monitor the effectiveness of this policy's implementation.
- Leaders demonstrate that systems are already in place that are likely to comply with legislation regarding fire safety.
- The proprietor has ensured that staff have sufficient first aid training in order that the school's first aid policy is likely to be implemented effectively.
- Suitable admissions and attendance registers have been created and are ready to be populated once the school is open.
- The proprietor is already able to demonstrate effective assessment and management of risk in accordance with the proposed policy. Proposed staffing numbers are likely to provide for the adequate supervision of pupils. Systems are established to conduct further necessary risk assessments once the specific details of the school's first pupils and activities are known.
- The proprietor has ensured that all standards contained in this part are likely to be met.

### Part 4. Suitability of staff, supply staff, and proprietors

#### *Paragraphs 17, 18, 19, 20 and 21*

- Leaders have ensured that all the statutory checks of the suitability of adults appointed so far have been reliably carried out. The dates that all these checks were carried out are recorded on the single central record. This includes verifying that the relevant people are not prohibited from running an independent school.

- The proprietor understands the checks of governors that need to be made and recorded on the single central record as they are appointed. The school does not intend to make use of supply teachers.
- All standards in this part are likely to be met.

## Part 5. Premises of and accommodation at schools

### *Paragraphs 22, 23, 24, 25, 26, 27, 28, 29, 30 and 31*

- The number and dimensions of classrooms are likely to provide adequate space conducive to effective learning for the proposed number of pupils. Some rooms offer sufficient space for either individual or small-group tuition.
- There is sufficient outdoor space for recreational activity. Although the proprietor has plans to level the ground and lay artificial turf, in its current form, the outside space is unlikely to be suitable for physical education (PE). The intention is to make use of plentiful local facilities for PE, which is marked clearly on proposed timetables. If PE should be provided onsite in the future, there are suitable changing and showering facilities.
- Either of two large bathrooms are likely to meet the requirements of accommodation for the medical examination and treatment of pupils. Both have space for pupils to lay down on a portable mattress, if necessary. In addition, there is an adjacent space with a bed for a sick pupil to rest, although this area does not have an integral washing facility. There is a separate therapy room.
- Pupils' toilets, common areas and classrooms are clean, functional and maintained to a reasonable standard. Drinking water is readily accessible and clearly labelled. There are unlikely to be any issues regarding adequate light and acoustics once the school is open.
- The standards in this part are likely to be met once the school is open.

## Part 6. Provision of information

### *Paragraph 32*

- The proprietor is readily able to produce all the necessary information that should be available on request. The school's safeguarding policy is already available on the school's developing website. The website is also a helpful source of some of the other information that must either be published online or made available by request.
- It is likely that all requirements of this standard will be met, regardless of the development of the website.

## Part 7. Manner in which complaints are handled

### *Paragraph 33*

- The written complaints policy makes provision for all the required elements of this part. Leaders have made reasonable arrangements to record any complaints and the outcomes of these in accordance with their policy. It is therefore likely that this standard will be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34*

- The proprietor can demonstrate that all standards in other parts are likely to be met. She has wisely drawn on others' expertise to help form the proposed school's policies and plans. The proprietor has some experience of running other successful Ofsted-registered provision and intends to adopt similar strategies that she has made work elsewhere to ensure that all the independent school standards are continuously met.
- Seeking effective governance arrangements to help ensure the school's success once it is open, the proprietor has prudently begun to establish a small governing body. Initially, this is likely to consist of a combination of school leaders and external people with relevant and helpful expertise and experience.
- Pupils' well-being is at the heart of the aims and intention of the proposed school. The proposed policies and plans are conducive to this positive intent.
- Presuming the effective implementation of arrangements to meet the standards in other parts, the standard contained in this part is likely to be met.

### Schedule 10 of the Equality Act 2010

- The proprietor has made adequate arrangements to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. A written statement sets out clearly the proprietor's intent, and more detailed underlying plans are being developed as the school is established to be ready to open.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	145169
DfE registration number	936/6012
Inspection number	10055041

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent School
School status	Independent school
Proprietor	Cameron & Cooper Limited
Headteacher	Camilla McInnes
Annual fees (day pupils)	£40,000
Telephone number	020 8224 7467
Website	<a href="http://thebeechhousesurrey.co.uk/">http://thebeechhousesurrey.co.uk/</a>
Email address	<a href="mailto:camilla@thebeechhousesurrey.co.uk">camilla@thebeechhousesurrey.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	N/A	10–18	10–18
Number of pupils on the school roll	N/A	6	6

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	6
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	6
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	N/A	6
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	N/A	6



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	2
Number of part-time teaching staff	N/A	2

## Information about this proposed school

- The headteacher is also the sole director of Cameron and Cooper Limited, named as the proprietor.
- The proposed school will occupy the first floor and outside space of a large, formerly residential property.
- The school will offer education to a very small number of secondary-aged pupils who will usually have social, emotional and mental health needs.
- The provision is intended for pupils who are looked after and placed by the local authority. It is expected that most pupils will have been unable to sustain successful placements in other schools. The intention is to combine teaching with therapeutic approaches.
- It is likely that most pupils will have identified special educational needs (SEN) and/or disabilities, although the proposed school is not exclusively a special school. Some pupils may have an education, health and care plan. The school intends to cater for the following types of need:
  - specific learning difficulties
  - moderate learning difficulties
  - behavioural, emotional and social development needs and difficulty
  - autistic spectrum disorder.
- The proprietor has begun to establish links with Esher College and Brooklands College with a view to extending the range of potential courses to offer pupils, particularly post-16 students.
- A lead teacher has been appointed and is due to take up post formally at the start of September.

## Information about this inspection

- This was the second pre-registration inspection. The purpose of the inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulations 2014, if the Department for Education decides to register it.
- The inspector met with the proprietor to discuss the proposed arrangements to establish the school.
- He toured the premises intended to house the school.
- The inspector scrutinised an extensive range of documentation and planned processes and procedures against the requirements of the independent school standards.

## Inspection team

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Clive Dunn, lead inspector	Her Majesty's Inspector
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