

Inspection of The Beech House School

413 Walton Road, West Molesey KT8 2EJ

Inspection dates: 15 to 17 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils feel safe, nurtured and happy. Relationships between staff and pupils are warm, respectful and trusting. Pupils say that if there is any bullying staff deal with it quickly. Leaders and staff have high expectations. Pupils rise to these. They are kind and thoughtful to each other. There is a harmonious and considerate atmosphere around the school. Pupils learn in a calm, structured environment because lessons are interesting and engaging.

Pupils have opportunities to cultivate their interests and hobbies. They enjoy learning to swim, boxing, playing musical instruments, learning foreign languages, joining theatre productions and working out at the gym. One said, 'Through the clubs, we learn perseverance, resilience, teamwork, problem-solving and self-confidence.'

Pupils learn about the difference they can make to their community and beyond. They volunteer at the local food bank, the farm and the stables. Pupils organise events to raise money for local and international causes they support. They are proud of the sensory garden and pond which they designed and developed. They describe these as places to 'relax and unwind'. Pupils know how to keep both physically and mentally healthy. They take part in daily keep fit activities and regularly practise yoga and mindfulness.

What does the school do well and what does it need to do better?

Pupils who attend The Beech House have often experienced extended periods away from formal education. They have gaps in their knowledge and understanding in most subjects. When they join the school, their self-esteem is low and many have little trust in others. The proprietor and staff expertly weave the school's therapeutic approach into the curriculum offer. This means that before they know it, pupils settle into healthy routines. The proprietor ensures that pupils experience a well-rounded, personalised and vibrant education. As a result, pupils rediscover the joy of learning.

The proprietor and staff are determined that each pupil will leave school full of self-belief and confidence to achieve their goals. They make sure that pupils study a broad range of subjects. The curriculum is well sequenced in all subjects. Leaders provide teachers with clear guidance on the important knowledge that pupils should learn and remember well. The curriculum is infused with well-considered opportunities to help bring learning to life. Pupils relish trips to the theatre, museums, art galleries, local woodlands and places of historical importance.

Pupils describe lessons as fun because, 'there is always something new to do and discover'. In most subjects, teachers use their strong subject knowledge to help pupils learn well. In most subjects, they make sure that pupils' learning carefully builds on what they already know and can do. However, in subjects such as history, geography and personal, social and health education (PSHE), this is not fully the

case because teachers sometimes move pupils' learning on too quickly. Consequently, pupils do not achieve as well as they could. Leaders are providing important training to develop teachers' expertise across all subjects.

Leaders place a high priority on reading. Often, pupils have fallen behind in their reading before joining the school. Teachers provide pupils with a diverse and interesting selection of books which cater for all interests. Staff are very well trained in teaching phonics. They identify gaps in pupils' phonics knowledge and help them to catch up quickly. The books that pupils read help them to practise their phonics knowledge. Pupils develop positive attitudes to reading and know why it is important. One pupil said, 'Reading is the key that makes us successful. I am proud that I can now read lots of books and know so many new words on different topics.'

The school's curriculum helps pupils learn about the wide range of careers open to them in the future. Leaders make sure that work experience opportunities are of a high quality. Pupils work with professionals from different industries, for instance scientists, engineers, entrepreneurs, politicians and athletes. The school has appropriate plans in place to comply with Department of Education (DfE) statutory guidance on relationships and sex education and health education.

Leaders prepare pupils well for life in modern Britain. Pupils learn about different faiths and regularly visit places of worship such as the mosque, the gurdwara and the synagogue. In addition, they have a wide range of opportunities to debate and discuss topics such as identity, culture, discrimination and human rights. Pupils have deep respect and appreciation of the views, choices and beliefs of others. The school complies with schedule 10 of the Equality Act 2010.

The proprietor and governors have a robust oversight of the school's work. The proprietor works well with governors to make sure that all independent school standards are consistently met. They know well what needs to improve further in the quality of education. Staff feel motivated and valued. They appreciate the thoughtful care and support they receive. There is a palpable spirit of teamwork and collaboration at all levels.

Safeguarding

The arrangements for safeguarding are effective.

The proprietor completes the necessary checks on the suitability of staff to work with pupils. There is a culture of high vigilance. Staff are well trained to understand risk factors and report all concerns quickly. Rigorous reporting systems result in the quick identification of the slightest worry. Strong relationships with external agencies ensure that any concerns are well managed. This means that pupils quickly get the help they need.

Pupils learn about how to keep themselves safe and respect others' personal space. They have excellent knowledge of the risks they may face online and how to manage these.

What does the school need to do to improve?

(Information for the school and proprietor)

- In some of the foundation subjects, teachers move learning on too quickly. They do not carefully check and address pupils' misconceptions. This means that in subjects such as history, geography and PSHE pupils are not well prepared for the next stage of their education. Leaders should continue to provide training to develop teachers' expertise to deliver the foundation curriculum effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	145169
DfE registration number	936/6012
Local authority	Surrey
Inspection number	10218008
Type of school	Other independent school
School category	Independent school
Age range of pupils	10 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	5
Number of part-time pupils	0
Proprietor	Cameron and Cooper Limited
Chair	Daman Grewal
Headteacher	Camilla McInnes
Annual fees	£38,000 to £39,900
Telephone number	07884 063523
Website	https://cameronandco.org/the-beech-house-school/
Email address	camilla@thebeechhouseschool.co.uk
Date of previous inspection	9 and 10 July 2019

Information about this school

- The Beech House School is an independent school for pupils who have complex social, emotional and behavioural difficulties. The school was registered with the Department for Education in August 2018.
- The headteacher is also the sole director of Cameron and Cooper Limited, named as the proprietor. The core aim of the proprietor is for the school to provide an education programme that is integrated with a 24-hour therapeutic care plan.
- The school caters for a maximum of six pupils aged 10 to 18 years. There are currently five pupils on roll aged between 14 and 16 years. All pupils are children looked after and live in the children's home that is also run by the proprietor.
- The school does not currently use any alternative provision.

Information about this inspection

The inspector carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- The inspector considered reading, mathematics and PSHE as part of the inspection. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also spoke to leaders about the curriculum in other subjects.
- The inspector held a wide range of meetings during the inspection. These included meetings with the proprietor; two governors, including the chair of governors; the care home manager; all staff and some pupils. Telephone discussions were also held with officers from two of the placing local authorities.
- To inspect safeguarding the inspector looked at the school's documentation, including records relating to recruitment, behaviour, restrictive physical intervention, referrals and work with other agencies and complaints. She observed the school and leaders at work and the processes followed to help keep pupils safe.
- There were no responses to the Ofsted Parent View survey.
- The inspector reviewed a range of documentation, including policies, risk assessments and documents associated with the independent school standards. She also reviewed the school's website.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

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