

School inspection report

3 to 5 December 2024

Beech Hall School

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Tytherington

Macclesfield

Cheshire

SK10 2EG

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders and governors have a clear vision for the school which prioritises the safety and wellbeing of pupils. Pupils achieve well academically because they have a broad and enriched curriculum which provides all of the required areas of learning and is adapted effectively to meet pupils' individual needs.
2. Leaders have comprehensive systems in place to determine the strengths and areas for continued improvement, which are underpinned by strategic and operational risk assessment. Leaders have the necessary training, knowledge and skills to fulfil their roles effectively. There are systematic procedures in place for implementing, checking and updating school policies, including safeguarding and complaints.
3. Leaders have a deep understanding of the requirements needed for pupils to flourish physically, socially, emotionally and academically. Staff responsible for personal, social, health and economic education (PSHE), relationships and sex education (RSE), special educational needs and/or disabilities (SEND), behaviour, safeguarding and the curriculum, work effectively to ensure that pupils attend well, grow in confidence and achieve the qualifications they need to succeed in life.
4. Leaders have recently changed their behaviour management approach as part of helping pupils to develop positive relationships and to manage their behaviour and emotions. Although staff have received training in this methodology, it is not implemented consistently well. Staff records of the content of interventions used when pupils are taught outside of the classroom are not sufficiently detailed nor shared well enough to support pupils' transition back into learning in the classroom.
5. There is a focus on the development of pupils' literacy and numeracy skills which helps them to access learning across other subjects. Pupils who need additional help receive the effective support they need so they can mostly access learning within the classroom. Pupils use a range of useful technologies to enhance and complete their learning activities.
6. Pupil progress and attainment is systematically checked using a combination of tests and teacher assessments. Pupils typically make good progress from their starting points. They attend well and work hard in their lessons. Most subject teachers use their high levels of expertise to effectively adapt their teaching so pupils can attain their predicted grades and above. Although there is analysis of pupils' achievement information, the information gathered is not consistently used to inform and plan further improvements or different teaching approaches for identified groups.
7. The premises are maintained to a high standard. The required maintenance checks are completed thoroughly, and governors check these diligently.
8. Pupils take part in a wide range of activities. They are keen to help others within the school community and through supporting a variety of local, national and international charities. They are well prepared for their next steps and for life in British society.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- analyse and interpret assessment data for identified groups consistently in order to enhance the planning of teaching and interventions where required and outcomes for pupils
- check and make sure that staff consistently implement the school's behaviour policy
- record and share the important information from interventions used when pupils are learning outside of the classroom, to support pupils' transition back into classroom learning.

Section 1: Leadership and management, and governance

9. Governors and leaders have a clear vision which is clearly articulated in the school's aims, development plan and policies, which are updated annually. Communication between governors and leaders is regular and effective. Governors are appropriately supportive and provide insightful strategic oversight. Through comprehensive and relevant training, governors ensure that leaders and staff have the appropriate skills and knowledge required for their roles.
10. There are high aspirations for pupils' academic and personal achievement with a consistent focus on enabling pupils to achieve their potential through learning through inclusion in the classroom. Support for pupils who may have learning or behavioural needs is well planned with interventions in place. There are carefully implemented interventions for pupils with education, health and care (EHC) plans. The school's accessibility plan focuses on inclusion and effectively meets the requirements of the Equality Act (2010).
11. Leaders have developed a welcoming ethos where pupils are warmly and personally greeted upon arrival each day. Pupils are valued and praised for the efforts they make and their achievements in all areas of the curriculum and personally. Consequently, most pupils want to attend, enjoy their learning and make good progress from their starting points.
12. Governors and the Chatsworth management team diligently ensure the Standards are met consistently. They visit regularly to check important documents such as the single central record of appointments (SCR), and conduct surveys and discussions with staff, pupils and parents. There is a clear understanding of strategic risk and effective risk management. Suitable risk assessments are in place for health and safety and safeguarding. These are reviewed and updated regularly. Prompt action is taken where required including consideration of any lessons learned.
13. Leaders work effectively with local authorities, other schools, colleges and universities. Governors and leaders ensure that local authorities receive required information in relation to the provision, and funding received in relation to pupils who have EHC plans. Any guidance given to the school by local authorities is responded to appropriately as part of ensuring the Standards are met consistently.
14. Leaders provide information to parents mainly through the school's website. Parents receive regular newsletters and updates and there is a system in place for parents to have direct communication with staff if needed. Parents of new pupils receive a starter report within the first half term. Full written reports are produced towards the end of the summer term. Parents are regularly informed of the progress their child is making through either parent consultation meetings or termly updates.
15. Safeguarding and the wellbeing of pupils are of the highest priority. Governors have supported the installation of electronic systems to enhance the recording of safeguarding, filtering and monitoring of internet use and enabling pupils to communicate directly with safeguarding staff through an electronic system.
16. The school has a suitable complaints policy which is implemented in line with statutory requirements. Leaders respond promptly to concerns raised by parents and pupils. The number of complaints received is published annually on the school's website and records are kept appropriately including of any action taken and the outcomes of the complaint.

The extent to which the school meets Standards relating to leadership and management, and governance

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. The curriculum is well planned. Pupils have experience in all the areas of education expected and there are suitable schemes of work in place to support teachers with planning. The early years foundation stage curriculum is implemented for pupils in the early years. The curriculum is enriched through cross-curricular topics in science, history, geography and design technology up to Year 3 and philosophy up to Year 8. Schemes of work are adapted to include the interests of the pupils as well as meeting their individual needs. Pupils enjoy the wealth of trips to further enhance their learning experiences. Pupils visit local museums, galleries and historical sites and experience residential trips such as the art trip to Barcelona and the history trip to the battlefields.
19. There is a focus on ensuring that pupils develop secure literacy and numeracy skills. Younger pupils gain the foundations of literacy through systematic teaching of phonic sounds and letter formation. Detailed tracking of pupils reading ages helps staff to monitor the effectiveness of interventions including the implementation of the school's chosen reading scheme. Most pupils make good progress in reading with some pupils increasing their reading age by more than two years in a twelve-month period. Teachers match the lesson content in mathematics to the needs of the pupils, ensuring that any gaps in knowledge and misconceptions are quickly addressed. Pupils master their core skills in mathematics well and this supports them when accessing other subjects in the wider curriculum.
20. Teachers plan lessons to quickly engage pupils' interest and make clear what pupils need to know, do and understand. Teachers mostly check that pupils are secure in their learning before moving on. Pupils take a pride in their work. They say that they appreciate the assistive technologies and electronic resources provided which particularly help them to organise their work, revise and prepare well for examinations.
21. The GCSE curriculum is planned effectively and enables pupils to study a wide range of subjects at a pace that meets their needs. GCSE subjects include English language and literature, art, computer science, drama, film studies, mathematics, music, biology, chemistry, geography, German, history, media, physical education (PE), physics, religious studies (RE) and Spanish. Pupils may also study BTEC qualifications up to level 2 in food technology and in personal growth and wellbeing.
22. Sixth-form studies have been introduced from September 2024. Opportunities to retake English and mathematics at GCSE are provided, as well as A level chemistry, computer science, English language, mathematics, physics, business studies and design technology (DT) and BTEC level 3 extended diploma in sport. Teachers use their high level of subject expertise to plan lessons well, taking into account examination requirements as well as pupils' individual needs and targets.
23. Pupils' needs are assessed comprehensively on entry, including for pupils who have SEND and for those who speak English as an additional language (EAL). Pupils who have an identified need have comprehensive records detailing their needs, requirements and targets which are used effectively by most teachers and support staff to ensure that the needs of pupils are met consistently. Pupils who have EHC plans are monitored closely by the director of inclusion who ensures that statutory and accessibility requirements are met.
24. One-to-one support is provided for pupils who speak EAL if required. Teachers use a range of strategies and resources to support pupils' development of fluency and understanding of the English

language. Progress of pupils who speak EAL is rapid with pupils achieving in line with their peers at GCSE.

25. There is a clear framework for checking pupils' progress, with a combination of standardised tests and teacher assessments. Individual pupils' outcomes from standardised tests and other assessments are checked diligently by academic staff and the director of inclusion using recently implemented tracking systems. Pupils make good progress from their starting points. Attainment at GCSE is above the national average with most grades achieved across all subjects ranging from grade four to grade nine with a positive value-added score. Although analysis is effective for individuals, data information is not used consistently to check effectiveness and improvements needed in the planning and quality of provision for different groups.
26. There are a wide range of clubs before school, during lunchtimes and after school. These include hot chocolate club, channel swimming, art, mindfulness, multiple sports, gardening, cosmic yoga, pickle ball, rookie lifeguards and sewing. The integration of relaxation time, activities and lessons with support from enthusiastic and caring staff enables pupils to enjoy learning in a wide variety of contexts.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 27. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

28. The schemes of work for PSHE and RSE are planned in detail covering all of the required areas. Parents have been consulted regarding RSE and their views have been taken into consideration. Teachers evaluate pupils' knowledge and understanding at the end of units so pupils can raise further questions. Teachers sensitively follow-up areas where pupils are less secure or have misconceptions. For example, some pupils were not aware that the age of criminal responsibility in England and Wales is ten.
29. Class teachers and specific staff in the senior school are trained to deliver PSHE and RSE. They know the pupils well and adapt the materials appropriately to support pupils' understanding. Pupils appreciate the time given to discuss a range of issues that may impact them including changes associated with puberty, managing friendships and relationships, boundaries and consent, contraception, domestic violence and harassment. Pupils in Year 10 extend their knowledge and skills through studying for the BTEC level 1 qualification in personal growth and wellbeing. Themes include improving physical health and wellbeing, understanding emotional wellbeing and producing a personal progression plan.
30. Pupils learn about the benefits of regular physical activity, caring for oneself, including oral hygiene, and making healthy eating choices in PSHE and physical education (PE). Through specialist teaching in PE together with a range of physical activities which includes the Duke of Edinburgh's Award Scheme (DofE), pupils develop the balance, gross and fine motor skills needed for healthy development and effective learning.
31. Pupils learn about world religions and discuss fundamental questions including understanding of self, the nature of knowledge and the difference between fact and opinion in religious education (RE) and philosophy. Spiritual development is woven into the school's ethos. Pupils are encouraged to enjoy and appreciate nature in the grounds. There are attractive displays of pupils' work and interesting artifacts which also stimulate reflection and discussion about what is important in life.
32. The school's positive behaviour and anti-bullying policies articulate the school's expectations clearly. Leaders have recently implemented relational practice techniques which are based on developing, calming, repairing and restoring relationships. The implementation of this approach is not consistent in practice.
33. Pupil behaviour and wellbeing are checked in detail by pastoral leaders. They use the information to provide support at an early stage when required. As part of supporting pupils, leaders have introduced a room called 'the hive' where pupils may choose to go if they are feeling anxious about going into class. This room is supervised at all times by specialist staff who record when pupils enter and leave. However, records do not detail sufficiently the support given whilst pupils are in 'the hive' and how they are enabled to successfully transition back into class.
34. Supervision of pupils is well organised including during clubs and breaktimes. This blending of classroom learning with time outside helps pupils' emotional wellbeing and their ability to manage their behaviour in different contexts.

35. The school meets statutory requirements for admission and attendance. Attendance rates are consistently above national benchmarks. The local authority is informed of leavers and joiners to the school at non-standard transition points. Remote learning is carefully planned and monitored if pupils are unable to attend school due to their additional needs. Pupils can access lessons in real time with their teachers and peers including being able to ask and respond to questions.
36. The school premises are well maintained. All required checks are carried out and recorded diligently. Suitable use is made of external specialists to carry out safety checks including for electrical and fire equipment. Fire procedures are clearly displayed and fire drills are carried out regularly. Prompt action is taken if there are any maintenance or health and safety issues. Staff and governors undertake regular health and safety training. Appropriate risk assessments and mitigations are in place in relation to health and safety including in high risk areas such as the movement and parking of vehicles.
37. An appropriate number of staff are qualified in first aid, including the lead first aider who is responsible for first aid and medicine control. There is a suitable first aid room. Records in relation to accidents and the administration of medicine are maintained appropriately.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 38. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

39. The curriculum and ethos of the school encompasses the principles of equality, inclusion and respect. Pupils develop a mature understanding of society, the range of cultures and difference within it, democracy, public services, the rule of law, rights and responsibilities through their PSHE lessons, assemblies and planned school visits. Pupils are encouraged to engage socially with one another during breaktimes and activities. Pupils also encourage one another and are pleased at the success of others whilst also striving to achieve their best.
40. Pupils are presented with differing viewpoints and supported in evaluating evidence to gain a balanced perspective. For example, during an assembly pupils considered potential stereotypical references to Africa in the Band Aid song of 2014, alongside the justification of raising funds to address poverty and starvation. Pupils often reflect on values and circumstances in the past and how they could approach the dilemma today.
41. Pupils are keen to help others locally and in the wider world. They organise events such as a prevent breast cancer day. Through meeting patients and hospital staff, pupils continue to build their understanding of the impact of their fundraising. Pupils learn that they can make a positive contribution to society through personal effort.
42. Pupils willingly volunteer to take on additional responsibilities. These include becoming head boy and girl and senior, sport and environmental prefects. Pupils particularly value becoming mentors for younger pupils. They are well trained for this responsibility and are good role models. Pupils regularly take part in the staff recruitment process, meeting prospective employees, asking questions and giving their opinions, which are highly valued.
43. Careers education and the development of economic knowledge and understanding are delivered through PSHE and the BTEC course in personal growth and wellbeing. Pupils learn and build their understanding of factors that impact financial decisions, financial risks, saving, borrowing and debt. Younger pupils have the opportunity to experience a range of different careers through visits from the army, fire service and health care professionals. Pupils receive key information before progressing to their GCSE studies. There is a careers evening where pupils are provided with impartial information regarding options available.
44. The careers programme includes visits to colleges and a nearby university, together with work-related experiences for pupils in Year 10. Pupils are supported in gaining experience in the school nursery and sports facilities if pupils are unable to undertake external connections. Leaders accurately evaluate careers provision against the Gatsby benchmarks as part of ensuring that pupils have relevant experiences in the workplace, receive personal guidance and engagement with colleges, training providers and universities. Pupils speak with confidence about the future. They are well prepared for the next stage of their education.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

45. All the relevant Standards are met.

Safeguarding

46. Leaders commit to ensuring a strong culture of safeguarding. Appropriate policies are in place for safeguarding and staff code of conduct that are in line with statutory guidance. These include the restriction of the use of mobile phones, cameras and devices in the early years.
47. Leaders with responsibility for safeguarding are trained to the required level, including inter-agency and partnership working with local authorities and other agencies. They work effectively with leaders who have responsibility for SEND, behaviour management and pastoral care, taking into account pupils' individual needs and circumstances, including their mental health.
48. Safeguarding records are detailed including actions taken, assessment of risk, support put in place and any referrals made. They are stored securely with the appropriate level of access. Prompt action is taken when required, including securing early help, making referrals to the multi-agency safeguarding hub (MASH), the local safeguarding designated officer (LADO) or the police, as necessary.
49. Comprehensive safeguarding training, induction and updates are in place for staff and governors including contextual factors, the risks of radicalisation and the appropriate action to take. Leaders regularly enhance staff understanding of safeguarding through regular updates. Staff know the actions to take if they have any concerns regarding a pupil. They are also confident to report any concerns regarding the behaviour of a member of staff.
50. There is regular and effective liaison between governors and leaders. A detailed annual review of safeguarding is carried out which effectively supports the monitoring of safeguarding. There has been an appropriate response to good practice advice given by the local authority.
51. Effective systems for filtering and monitoring internet use have been installed. These are monitored consistently. Any potentially inappropriate access is recorded and responded to without delay.
52. Pupils state confidently that there is a range of trusted adults they can turn to if they are worried or concerned. Pupils particularly like the electronic system which enables them to share any concerns or worries immediately. They value the prompt and supportive responses they receive and the way their concerns are sympathetically listened to.
53. In PSHE and RSE pupils learn how to keep themselves safe, including the importance of speaking to a trusted adult without delay if they have any concerns. Pupils understand the risks associated with social media and being online. They are aware of age limits for the use of social media and actions they should take to keep safe, including not sharing personal information and not responding to people they do not know.
54. Safer recruitment procedures are implemented consistently. All pre-employment checks are carried out in a timely fashion and recorded accurately on the SCR. The SCR and supporting documentation are monitored regularly by governors.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

56. The overall effectiveness of the early years provision is outstanding.
57. Leaders and managers ensure that children experience a highly ambitious curriculum. This is carefully shaped to meet children's individual needs and interests. Staff are fully aware of the skills and knowledge that they want children to learn. They expertly extend children's development as opportunities arise. For example, when babies are ready to walk, staff provide walkers to help them develop their mobility with support. They encourage them to take steps, enabling babies to grow in confidence. Staff encourage the oldest children to apply their skills in real life situations. For instance, by working out how many cups are needed for mealtimes. Children willingly help those who are younger to understand and apply new concepts.
58. Children follow staff's clear behavioural expectations. Their behaviour and attitudes are commendable. They benefit from the clear and well-structured routines that staff establish within their rooms. For example, the youngest children show high levels of independence when choosing activities and they understand expectations, such as to move a chair to gather round and listen to a story.
59. Children show high levels of respect for one another. They are provided with rich and varied opportunities to learn about themselves and others. This helps them to learn how they are unique. For instance, when discussing the seasonal festivals they celebrate, including Christmas, children engage in discussions about their experiences of putting up Christmas decorations. Parents of children who celebrate Diwali come in to explain their celebrations. They provide children with first-hand experience of the types of treats that are typically shared at this time. Children join in wholeheartedly when singing happy birthday to their friends, demonstrating an understanding of why this is a special day for others.
60. Highly effective attachments are nurtured and developed between children and their key person. These help children acquire outstanding personal, social and emotional development. Staff know children extremely well. This means they are familiar with the levels of support and attention they need at any given time. Children are gently encouraged to grow in confidence. For example, by undertaking tasks by themselves. Children's levels of independence rapidly grow as they progress through the setting. For instance, they develop from seeking regular reassurance from staff in the baby rooms, to requiring minimal emotional support in the toddler and pre-school classes.
61. Leaders and managers maintain high expectations. They share a clear desire to offer children the very best start in life. Leaders and managers ensure that staff benefit from highly impactful training. This includes specialist training, such as to support children's sensory needs.
62. Leaders provide regular training for staff on safeguarding matters. The weekly staff bulletin provides opportunities for staff to reflect on specific topics. Staff know the signs to look out for, such as those that may suggest radicalisation. Safeguarding procedures are effective and well known by staff.

Quality of education

63. The quality of education is outstanding.
64. Staff plan a wide range of interesting activities that capture children's interests. They know what activities will engage children and what they want them to learn. For example, staff plan activities linked to decorating Christmas trees. In this, children use new vocabulary, such as 'baubles' and 'pinecones' with growing fluency. Children spontaneously use adjectives to describe the resources, such as 'fuzzy' and 'spiky'. Staff know what to plan next to extend children's skills, knowledge and interests. For instance, an activity that involved posting balls into a box built on a baby's interest from the day before and helped develop their small muscle skills. Similarly, older children's fascination in hanging rings on a spruce tree branch, led to staff planning to extend their interests and develop their manual dexterity by making model Christmas trees for them to hang decorations on.
65. Staff promote a love of numbers and counting. Younger children enjoy counting objects in their environment. They show confidence when counting within ten. Older children sustain deep engagement in activities, such as when recognising numbers that they discover in ice cubes when they melt.
66. Staff enhance the pre-school curriculum offer with varied activities, such as swimming and music lessons. Learning outdoors is also fully embraced. Children enthusiastically engage in activities in the outdoor play area, as well as 'welly walks'. Visits to the local shops help children learn about their local community. These also reinforce other areas of learning, such as knowledge of healthy foods. For example, children visit the local supermarket to choose fruit to eat for their snack.
67. Staff have an in-depth knowledge of each child, and they monitor their development closely. This helps them to provide prompt and effective support for children who have special educational needs and/or disabilities (SEND). The special educational needs co-ordinator (SENCo) is extremely well supported by specialists in the school. They track children and advise the SENCo on a weekly basis. Staff also liaise with a wide range of external specialists where required, including health visitors, specialist teachers and physiotherapists. This enables them to plan wholly appropriate learning opportunities for children. For example, children are provided with exercises that help with their physical development and they go on to show greater strength and control in their movements.
68. Children of all ages demonstrate a keenness to communicate. Babies respond to staff words and expressions, making their feelings known. Some babies use single words. As they get older, children's confidence and fluency increase. Staff initiate discussions and allow children time to answer questions. Staff continually extend children's knowledge, such as when talking about Christmas. Older children in pre-school are articulate and enjoy engaging in discussion. They play active roles in retelling stories during story time.

Behaviour and attitudes

69. Behaviour and attitudes are outstanding.
70. Staff are positive role models and patiently reinforce concepts. They show children how to share to help them make the best choices. Children copy staff's positive example, resulting in a harmonious environment. Older children know when to apologise, such as when accidentally bumping into

someone. They are kind to one another, for example, when offering to share resources. Staff praise children when they undertake acts of kindness. This motivates others to behave well. Informal discussions at collection times enable staff to share information with parents regarding children's behaviour. This helps them to plan a shared approach to addressing any areas where children require support.

71. Children show kindness and respect for the world in which they live. For example, they recognised that the squirrels who live in the nearby trees were looking for food. This resulted in them deciding to make a feeder. Children take great delight in watching this being used on a daily basis.
72. Staff take a genuine interest when engaging with children. They inspire children to extend their play both inside and out. This has a significant impact on children. Children are highly motivated in their learning. They are inquisitive and keen to take part in the different activities. While outdoors, children delight in learning how to play hopscotch with staff. Other children work with their friends and staff to find the best way to make balls travel down a gutter. Older children work enthusiastically together to draw pictures on the interactive whiteboard.
73. Children sustain great interest in their learning and are developing resilience. They persevere when faced with challenging situations. For instance, when they complete tricky puzzles. Pre-school children are encouraged to think of solutions when plans do not go as expected. For example, while making perfume children were disappointed with the colour and strength of their fragrance. They decided to experiment and use different temperature water to see if this made a difference.

Personal development

74. The personal development of children is outstanding.
75. Children form extremely secure attachments with staff. This results in them being happy and settling well. Babies show high levels of contentment. They are quickly soothed by staff giving them cuddles when they become tired or upset. Staff are intuitive and quickly pick up on what babies are trying to tell them. Staff engagement with children is of a high standard. They perfectly balance support with allowing children to gain confidence. This results in children maintaining their focus when completing tasks. For example, older babies concentrate fully while painting Father Christmas faces. They talk to staff while doing so, recalling the names of facial features. They reflect on how they enjoy coming to the setting.
76. Children demonstrate high levels of responsibility and independence. They learn to care for themselves, such as dressing in outdoor clothing before going outside to play. Children gradually take more responsibility during mealtimes. For instance, babies begin to feed themselves using fingers and spoons. Older children use knives and forks. Younger children drink from beakers, while pre-school children pour water into cups. Staff make learning about personal routines fun, such as dental care. For example, children read books and use pretend toothbrushes and mirrors to look in their mouths. With staff explanation, this helps children understand the importance of teeth cleaning from an early age. Staff use imaginative ways to help children develop their knowledge of risk management. For example, toddlers understand that water spilt by the Christmas Elf needs to be mopped up as it may cause a slip hazard.
77. Staff nurture children's abilities and talents. This helps ensure that their development is fully promoted. For example, staff develop older babies' interest in drawing using crayons. This helps

them acquire impressive control for their age as they draw recognisable spiders with legs. Staff recognise when some older children are ready to learn letters and sounds. They arrange for them to have lessons with the Reception class. Staff ensure that children who have just missed the cut off date for school are suitably challenged. For example, by encouraging their problem-solving skills. Careful consideration is given to preparing children for their move to their next room or school. This includes detailed transition reports. Staff liaise with the teachers in children's next schools to help ease the transition. Older children are well prepared for their move to school.

78. Staff enrich the curriculum with exciting opportunities for older children to learn about the world in which they live. For example, they help older children to develop a basic understanding of how the democratic system works with children routinely voting for which activity to undertake. Children begin to understand that they might not always get the result they would prefer and accept this in a mature manner.

Leadership and management

79. Leadership and management are outstanding.
80. Leaders and managers have high expectations that are shared by the staff team. Ongoing evaluation is in place. This includes regular reviews of the provision and observations by the proprietorial body. These processes are embraced by the staff team as they help to shape future development. Staff engage in regular observations of each other's practice. This encourages them to reflect on how well the staff team meets the needs of children. It also enables staff to adopt any highly effective ideas seen themselves. Staff undertake regular training on a wealth of subjects. For example, staff have been trained to make highly effective use of a speech and language screening tool. They use the results of this to plan expert intervention. This supports children's communication development.
81. Leaders and managers greatly value all members of the setting community. Staff are well supported. They are provided with time to plan together and engage in professional development meetings. These help them identify any areas of training they would like to pursue. Staff show a willingness to take on specific roles, such as for staff wellbeing. The proprietors are extremely supportive of the leaders and managers. They provide helpful pointers for future development. They also disseminate examples of best practice that they notice in the setting to other nurseries in their group. Apprentices are very much valued as members of the team.
82. Parents spoken to speak highly of the care and education that their child receives. Staff place great importance on supporting parents to ensure that their child's development is supported seamlessly across home and the setting. For example, when a child is absent for a period in exceptional circumstances, staff will provide activities for parents to complete with their child. This helps ensure that children do not miss out on any valuable learning opportunities. Staff work closely with parents of children who require additional support. Time is taken to understand any developmental needs and to come up with a plan that can be consistently followed by staff and parents. The setting makes effective use of an electronic communication tool. Parents find this extremely useful as they can see snippets of their child's learning. They are also provided with ideas on what activities they can undertake at home with their child. Parents value the intimate, family feel that leaders, managers and staff have created. They talk openly with staff and appreciate how their children are extremely content while at the setting. Social events, such as the Christmas and Easter workshops, provide parents with an opportunity to meet staff and one another. This helps to create a close-knit community in which all members feel valued.

Safeguarding

83. Safeguarding is effective.
84. Leaders and managers place importance on keeping children safe. They have suitable measures in place to help safeguard children. Staff have a secure understanding of the setting's safeguarding procedures. They are aware of signs and symptoms to look out for and know how to address any concerns should they arise. Training is regular and staff knowledge is checked and reinforced at regular intervals.
85. Leaders have effective procedures in place for safer recruitment. Care is taken to ensure that ratios of staffing are maintained as required. Daily risk assessments are undertaken on the indoor and outdoor area. This helps keep children safe. Leaders take a carefully considered approach to fire safety. This includes use of an online tool to record fire evacuation drills.

The extent to which the school meets the requirements of the early years foundation stage

86. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	Beech Hall School
Department for Education number	895/6008
Registered early years number	2637091
Address	Beech Hall School Beech Hall Drive Tytherington Macclesfield Cheshire SK10 2EG
Phone number	01625 422192
Email address	secretary@beechhallschool.org
Website	www.beechhallschool.org
Proprietor	Chatsworth Schools Group
Chair of governors	Mrs Viv Thompson
Headmaster	Mr James Allen
Age range	6 months to 18
Number of pupils	233
Number of children in the early years registered setting	62
Date of previous inspection	May 2022

Information about the school

87. Beech Hall School is a co-educational day school situated in Macclesfield. It is part of the Chatsworth Schools Group, which provides the governing body. The school comprises three sections: a nursery, which includes a registered Early Years Foundation Stage (EYFS) setting; the junior school for pupils aged 5 to 11 years, and the senior school for pupils aged 11 to 18 years.
88. The registered early years setting caters for children from six months to four years. There are 15 babies in the elm room; 12 children who are not yet walking in the oak room; 19 toddlers in the yew room and 16 children in pre-reception.
89. The school has identified 107 pupils as having special educational needs and/or disabilities (SEND). Ninety pupils in the school have an education, health and care (EHC) plan.
90. English is spoken as an additional language for three pupils.
91. The school states its aims are to develop responsible, well-informed, confident and caring individuals by providing a range of opportunities in a friendly, supportive and stimulating environment that inspires students to achieve their personal best. It seeks to give every child the facilities and resources that will see them fully develop their abilities academically, socially, emotionally and physically. It strives to provide all pupils with the best start in life through a challenging all-round education.

Inspection details

Inspection dates

3 – 5 December 2024

92. A team of four inspectors visited the school for two and a half days.

93. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

94. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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