ISI Independent Schools Inspectorate

Material change inspection report

23 June 2026

Beeston Hall School

West Runcton

Cromer

NR27 9NQ

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'.

Inspection outcome

The school has submitted a material change request to extend the age range of pupils from 4 to 13 years to 2 to 13 years, and to increase the maximum number of pupils from 180 to 220 for the planned development of the nursery provision.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 1. Quality of education provided

ISSR paragraphs 2, 3, 4; EYFS 2.4

1. The school provides pupils, including children in the early years, with an appropriate curriculum. Pupils are taught a suitable range of subjects, including personal, social, health and economic education (PSHE) and relationships and sex education (RSE). Pupils of secondary school age receive appropriate careers guidance. Leaders provide pupils with appropriate extra-curricular provision.
2. Leaders draw up suitable schemes of work and long-term curriculum plans for children in the early years. These are designed to enable children to develop their skills, knowledge and understanding in all seven areas of learning and development. The planned curriculum and schemes of work for children aged 2 to 4 years are suitable for their age. They include a suitable focus on the prime areas of learning for younger children and cover the specific areas of learning appropriately too. These schemes of work identify the key skills and knowledge to be taught in each term throughout the academic year.
3. Teaching enables children and pupils to apply intellectual effort to their learning. Staff use their good subject knowledge to promote children's and pupils' learning, such as when modelling the accurate use of language to children and developing pupils' understanding of addition. Leaders and staff provide tailored support for children and pupils who have special educational needs and/or disabilities (SEND) that promotes their learning effectively. Children in the early years receive specialist teaching in art, music and physical education (PE) that supports their learning and development in these areas.
4. Leaders and staff implement a suitable framework for assessment, including in the early years. Staff complete baseline assessment shortly after children join the Reception year and assess their progress against the early learning goals at the end of that year. Leaders have planned for suitable methods of assessment to be used to evaluate the progress, learning and wellbeing of children from the age of two years onwards once the proposed material change takes place.
5. Staff in the early years and Year 1 meet, including near the end of the academic year, to support children's transition from the early years into Year 1. Teaching in the autumn term in Year 1 is designed to provide continuity and progression as children move into their next class.
6. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR paragraph 5

7. Leaders maintain a PSHE scheme of work that promotes children's and pupils' spiritual, moral, social and cultural development (SMSC) effectively. The PSHE and assembly programmes engage children and pupils with themes such as Black History Month and different types of families. Pupils learn about the importance of respecting others, including those who represent religious beliefs and cultural backgrounds different to their own. For example, resources in the early years and other years include books that feature people of different faiths and family structures and challenge gender stereotypes in an age-appropriate manner.
8. Starting in the early years, children and pupils learn why rules and laws matter and about the democratic process. For example, children are engaged in voting for choices, and older pupils represent others on the school council.
9. Leaders and staff support pupils' development of self-confidence and self-esteem. The PSHE programme includes a focus on fostering confidence. Leaders and staff use praise and reinforcement extensively to encourage co-operation, sharing and kindness.
10. Leaders' plans to extend the provision for SMSC for children aged 2 to 4 years are suitable.
11. The school is likely to continue to meet the Standards if the material change is implemented.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and (b), 11, 12, 14, 16; NMS 8; EYFS 3.23, 3.25, 3.28, 3.39, 3.57, 3.58, 3.60, 3.65

12. Safeguarding arrangements are effective across the school, including in the early years and boarding.
13. Members of the safeguarding team, including leaders with specific responsibility for the early years, are appropriately trained for their roles. They respond to any safeguarding concerns effectively, including by liaising with external safeguarding agencies and, when appropriate, referring concerns onto them. The safeguarding team maintains suitable safeguarding records. These include details of the nature of concerns and the school's decisions and actions in response. The safeguarding team has the capacity to cater for the needs of the proposed maximum number of pupils, including the increase in numbers of children in the early years.
14. Staff receive regular safeguarding training, starting at induction and supplemented by frequent updates. This includes training about the 'Prevent' duty and restrictive interventions. As result, staff understand their safeguarding responsibilities and follow the school's appropriate procedures.
15. Pupils learn about how to keep themselves safe, including when online. Leaders implement a suitable internet filtering and monitoring system, which is tested regularly. Leaders respond to any alerts swiftly and appropriately. A suitable mobile phone policy is implemented across the school, including in the early years.
16. Leaders follow appropriate procedures to record and respond to any low-level concerns about or allegations against staff. Staff understand and follow these procedures.
17. Regular meetings between leaders and staff in the early years provide an opportunity for adults to declare any changes that have occurred since their most recent Disclosure and Barring Service (DBS) check or to their suitability or capability to work with children. The school has appropriate arrangements to inform Ofsted of any such situation should it arise.
18. Leaders implement effective health and safety and fire safety procedures across the school, including in the early years. They ensure that all required checks and maintenance are carried out, including on fire safety equipment. An up-to-date fire risk assessment is in place, and leaders carry out the actions that it identifies. Staff lead regular fire evacuation drills so that children and pupils

know what to do if the fire alarm rings. Smoking and vaping are strictly prohibited in the school, with signs explaining this displayed across the school and on entry to the early years building.

19. All staff in the early years are trained in paediatric first aid. A list of trained staff is clearly displayed. Staff follow appropriate procedures when administering any medication or first aid. Leaders and staff promote children's good health effectively, including by engaging children with topics such as healthy eating, brushing teeth, personal hygiene and the importance of physical activity. Staff in the early years are trained in food hygiene, allergy management and the administration of medication. Appropriate allergy action plans are in place.
20. Effective deployment of staff ensures that children and pupils are supervised effectively, including when swimming. Leaders maintain suitable staff-to-child ratios at all times. Children are always supervised by a paediatric first aider when they are eating. Leaders have begun to appoint sufficient staff to be able to continue to supervise children and pupils effectively once the proposed material change takes place. Leaders have also planned effectively to ensure that any before- or after-school care or holiday provision that might be offered to children in the early years can be suitably supervised.
21. The school's risk assessment arrangements are effective. Staff with specific responsibilities towards risk assessment receive suitable guidance to support them in meeting these. Risk assessments cover a very wide range of considerations, such as different parts of the premises, off-site trips, sports, transport, boarding accommodation, high-risk activities, residential trips and the early years premises and activities. Risk assessments for all of these are thorough and comprehensive. They take into account individual children's and pupils' needs and situations. Leaders have also carried out detailed and effective risk assessment of the proposed material change and its likely impact on the school.
22. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR paragraphs 18, 19, 20, 21

23. Leaders ensure that safer recruitment procedures are effective. All required pre-employment checks are conducted before adults commence working at the school. These checks are recorded accurately in a suitable single central record of appointments (SCR), which is monitored regularly by governors. Staff files contain all required information relating to safer recruitment checks.
24. The school is likely to continue to meet the Standards if the material change is implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23, 24, 25, 26, 27, 28, 29

25. The premises include suitable and sufficient toilet, washing and showering facilities to cater for the proposed increase in the maximum number of pupils. New and suitable toilets and washbasins have been installed in the area planned for the use of children in Reception from September 2026. The building planned for the use of children in the nursery contains suitable toilets, washing and nappy changing facilities. The medical facilities are suitable. They are situated near toilets and include a basin.
26. Leaders implement rigorous systems and checks to ensure that the premises, including the early years building, are maintained effectively. The nursery area is of a suitable size for the proposed

number of children aged 2 to 4 years, with appropriate facilities for the provision of food and snacks. Leaders have plans in place to develop a suitable sleeping area, ready for September 2026.

27. The school has suitable drinking water facilities, including in the early years building. Acoustics and lighting are appropriate throughout the premises.
28. The premises include ample outdoor areas for pupils' recreation and physical education (PE). The early years setting includes a suitable and secure outdoor area.
29. The premises have sufficient capacity to cater for the proposed increase in the maximum number of pupils, including children in the early years.
30. The school is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

31. The current safeguarding policy is published on the school website.
32. The school is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), 34(1)(b) and 34(1)(c); EYFS 3.33, 3.34

33. Governors maintain effective oversight of the school. They ensure that leaders have the skills and knowledge required to fulfil their responsibilities so that the school promotes pupils' wellbeing effectively and that the Standards are met.
34. Leaders ensure that staff in the early years receive appropriate training, which begins when they first join the school. This training includes guidance about the school's safeguarding, health and safety and emergency procedures. Leaders have planned to provide early years staff with additional training about safe sleep practices before September 2026 in preparation for the proposed material change. Leaders also provide staff in the early years with regular meetings to support their practice and professional development.
35. Leaders and governors have planned and prepared effectively for the proposed material change. In particular, they are in the process of adapting the early years setting to ensure its readiness and suitability for children aged 2 to 4 years. They have also developed an appropriate curriculum for children who join the proposed nursery and have appointed a new nursery manager in readiness for its planned opening.
36. The school is likely to continue to meet the Standards if the material change is implemented.

School details

School	Beeston Hall School
Department for Education number	926/6058
Registered charity number	311274
Address	Beeston Hall School West Runton Cromer Norfolk NR27 9NQ
Phone number	01263 837324
Email address	office@beestonhall.org.uk
Website	www.beestonhall.org.uk
Proprietor	St Peter's College Radley
Chair	Mr David Smellie
Headteacher	Mr Fred de Falbe
Age range	4 to 13
Number of pupils	146
Number of boarding pupils	67
Date of previous inspection	11 to 13 June 2024

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Information about the school

37. Beeston Hall School is an independent co-educational day and boarding school situated in Cromer, Norfolk. In September 2025, the previous proprietary body, the Prep Schools Trust, merged with St Peter's College Radley, who now oversee the school. The school is also supported by a local advisory board of governors.
38. The school has one boarding house situated on the school site for pupils in Years 3 to 8.
39. There are three children in the early years in one Reception class.
40. The school has identified 39 pupils as having special educational needs and/or disabilities. Four pupils in the school have an education, health and care plan.
41. The school has identified nine pupils for whom English is an additional language.
42. The school states that its aims are for pupils to respect and appreciate themselves, others, their environment and the wider world. It seeks to enable pupils to undertake their learning with energy and independence and without fear of failure and to give them the confidence to aim high and be adventurous and open-minded.

Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the Department for Education to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards, Early Years Foundation Stage requirements if the material change is implemented.

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Inspection details

Inspection dates 23 June 2026

43. Two reporting inspectors visited the school for one day.

44. Inspection activities included

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tour of the school site, including the early years setting, to evaluate its suitability
- observations of teaching and learning
- discussions with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils.

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**.

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