

# Progress monitoring inspection report

18 to 19 December 2024

## **Greenfields School**

Priory Road

Forest Row

East Sussex

RH18 5JD

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 meets all the relevant Standards that were considered during this inspection.

## Inspection findings

### Part 1. Quality of education provided

ISSR Paragraph 3 (a), NMS 18.2

1. Leaders ensure that staff receive specific training so that teaching matches the pupils' needs well. For example, recent staff training in supporting pupils with special educational needs and/or disabilities (SEND) emphasised that teachers are responsible and accountable for the progress and development of the pupils in their class. They now monitor pupil achievement and use suitable strategies to support and challenge pupils with different prior attainment. These include adaptations to the work set, effective use of resources and appropriate questioning, which help pupils make good progress from their starting points.
2. Teachers use their subject knowledge well to implement suitably sequenced lessons. They provide clear feedback to pupils which helps to support them to deepen their understanding.
3. Leaders surveyed boarders' preferences for activities outside of teaching time and increased the number provided with appropriate risk assessments completed. Boarders can now access a good range of age-appropriate activities outside of teaching time and have suitable free time each day that they can structure how they wish.
4. Governors are frequent visitors to the school. They now receive detailed reports and data related to pupil progress and achievement. This information ensures that governors are well informed and can support and challenge school leaders effectively.
5. The school meets the Standards.

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

ISSR Paragraphs 7(a) and 7(b), 8(a) and 8(b); NMS 4.1, 8.1 and 9.3

6. Leaders provided staff training in safeguarding procedures using a new recording system, including the electronic storage of staff notes taken when pupils raise concerns. They extended the safeguarding team with an increased number of qualified staff with responsibility for safeguarding and incorporated regular review meetings to inform actions to be taken.
7. Appropriate safeguarding arrangements are in place and implemented effectively, including safeguarding boarders. All staff, including the school's safeguarding leaders, are suitably trained. Staff receive regular information and safeguarding updates to keep them well informed. The designated safeguarding lead (DSL) and their deputies are knowledgeable about their roles and work well with other agencies to safeguard pupils, including children's services and the local authority designated officer (LADO). Staff understand the principles underpinning the staff code of conduct and the procedures for making a referral, including the importance of low-level reporting. They are confident about using whistleblowing procedures.
8. The DSL monitors and acts on concerns relating to pupils promptly and ensures appropriate support is put in place. Records consist of clear and comprehensive summaries of concerns, notes of action taken and the reasons for decisions reached including whether to engage external agencies. Contemporaneous notes of any disclosure made by pupils are produced, and these are retained in

safeguarding files which are securely stored. Safeguarding, pastoral, healthcare, and boarding staff work together to consider how best to meet the needs of individual pupils.

9. When they start school, pupils who board receive a detailed induction, including how to keep themselves safe and who to talk to if they have worries or concerns. They know how to contact the school's independent listeners. Pupils are also provided with information so that they know how to contact helplines, including Childline and the Children's Commissioner. Pupils can identify designated staff to whom they would turn to if they are worried or concerned and know that these would be acted on where required.
10. The proprietor effectively oversees the school's safeguarding procedures and implementation, including boarding. They ensure that appropriate filtering and monitoring systems are in place and check that over blocking does not lead to unreasonable restrictions on what pupils and staff can access for learning.
11. The proprietor and the safeguarding team frequently meet to review the arrangements to safeguard pupils. The proprietor ensures that an annual safeguarding review occurs and leaders promptly act on any recommendations.
12. The school has updated its attendance procedures in line with current guidance. However, leaders had not published an up-to-date policy on the school's website as required. This was rectified during the inspection. Leaders ensure that staff maintain an accurate electronic register of attendance.
13. An appropriate risk assessment policy is effectively implemented. Risk assessments are suitably detailed and regularly reviewed by school staff, and steps are taken to reduce risks to pupils, including boarders. This includes leaders assessing and taking steps to mitigate the risks to pupils who need additional support. Appropriate measures are in place to reduce potential risks posed to pupils and staff by extremism and radicalisation.
14. The school meets the Standards.

## **Part 6. Provision of information**

ISSR paragraph 32(1)(c)

15. The school meets the requirements for providing parents with safeguarding information. Particulars of the safeguarding arrangements are published on the school's website.
16. The school meets the Standard.

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

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2)

17. Senior leaders demonstrate good skills and knowledge and fulfil their responsibilities effectively. The proprietor and leaders outlined to staff their post-inspection action plan to address previously unmet Standards. They also provided staff training to help ensure that teaching enables pupils with different prior attainment to make good progress and established appropriate arrangements and oversight to monitor teaching and pupil achievements. Boarders are now provided with a wider range of activities outside of taught lessons which are appropriately risk assessed.
18. Leaders implemented a new recording system for safeguarding concerns that ensures requirements for safeguarding pupils, including boarders, are met with appropriate action to reduce risks to pupils.

They actively promote the wellbeing of pupils by ensuring they are supported individually to achieve their full potential.

19. The school meets the Standards.

## School details

<b>School</b>	Greenfields School
<b>Department for Education number</b>	845/6017
<b>Registered charity number</b>	287037
<b>Address</b>	Greenfields School Priory Road Forest Row East Sussex RH18 5JD
<b>Phone number</b>	01342 822189
<b>Email address</b>	admissions@greenfieldsschool.com
<b>Website</b>	www.greenfieldsschool.com
<b>Proprietor</b>	The Greenfields Educational Trust
<b>Chair</b>	Mr Peter Hodkin
<b>Headteacher</b>	Mr Andrew Hodgson
<b>Age range</b>	2 to 18
<b>Number of pupils</b>	133
<b>Number of boarding pupils</b>	30
<b>Date of previous inspection</b>	19 to 21 March 2024

## Information about the school

21. Greenfields School is a co-educational independent day and boarding school. The school is a charitable trust administered by a board of trustees.
22. The main school building has separate boarding accommodation for male and female school pupils aged 11 to 19.
23. Early years are taught in a separate building adjacent to the school's woodland area. There are 14 pupils across one Nursery and one Reception class.
24. The school has identified seven pupils with special educational needs and/or disabilities (SEND). No pupils in the school have an education, health, and care (EHC) plan.
25. English is an additional language for 67 pupils.
26. The school aims to provide an education that prepares its pupils for life so that they see study as desirable and the world of knowledge as open to them. It also seeks to provide the knowledge, skills, rationality, cultural level, and character that will prepare them for their lives ahead.

## Purpose of the progress monitoring inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the DfE. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, the National Minimum Standards for boarding schools, the Early Years Foundation Stage requirements and any other requirements that the school was judged not to comply with at its previous inspection.

## Inspection details

**Inspection dates** 18 to 19 December 2024

27. Two reporting inspectors visited the school for two days.
28. Inspection activities included:
  - scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
  - discussions with a representative of the governing body
  - discussions with the headteacher, school leaders, managers and other members of staff
  - discussions with pupils and staff
  - visits to the boarding houses accompanied by pupils and staff
  - scrutiny of samples of pupils' work.

### **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](http://www.isi.net)**.

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