



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE INSPECTION
FOR SCHOOLS WITH RESIDENTIAL PROVISION
GREENFIELDS SCHOOL**

JANUARY 2017



School's details

School	Greenfields School			
DfE number	845/6017			
Registered charity number	287037			
Address	Greenfields School Priory Road Forest Row East Sussex RH18 5JD			
Telephone number	01342 822189			
Email address	info@greenfieldsschool.com			
Executive Headteacher	Mr Jeff Smith			
Chair of trustees	Mr Peter Hodkin			
Age range	2 to 18			
Number of pupils on roll	139			
	Boys	68	Girls	71
	Day pupils	113	Boarders	26
	EYFS	36	Juniors	47
	Seniors	50	Sixth Form	6
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is broadly average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is three. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. Twenty-seven pupils have English as an additional language (EAL), all of whom receive additional support.			
History of the school	The school was founded in 1981 in response to parental demand for a school using the educational methods (known as 'Study Technology') of L. Ron Hubbard, the founder of Scientology. Located in 11 acres of woodland near Forest Row, the school welcomes pupils of all faiths.			

Ownership and governing structure	The school is run as a charitable trust and is administered by a board of five trustees together with two trust managers and a part-time consultant.
School structure	The school is divided into six sections: Pre-school and Reception, for children up to the age of five; Infants, for pupils in Years 1 and 2; Juniors, Years 3 to 6; Lower Seniors, Years 7 to 9; Upper Seniors, Years 10 and 11; and Sixth Form, Years 12 and 13. In addition, pupils who join the school speaking little or no English may join a mixed-age English as a Foreign Language (EFL) group until they have learnt sufficient English to join their normal year group.
Other useful information	The school has a boarding house, with separated accommodation for up to 40 boys and girls.
Inspection dates	17 to 18 January 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (‘boarding NMS’). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1

Quality of education provided

In the junior school, although the school uses standardised assessments, it does not have sufficient data to make meaningful comparisons with the national average for maintained schools.

At GCSE in the years 2014 to 2016, performance has been below the national average for maintained schools.

The number of pupils in the sixth form has been too low to make meaningful statistical comparisons with the national average for sixth formers in maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; most health and safety requirements are met, including those relating to fire safety. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The standard on boarders' health and well-being (NMS 3.1) is not met and represents a failure to safeguard boarders. Although boarders who are ill and are left alone in their dormitories or the boarders' sick bay during the day receive regular visits from a member of staff, they have no means of contacting staff in between visits in case of need. The school's published first-aid policy and guidance on first aid in the staff handbook are not entirely consistent with each other. Although the first-aid policy contains basic guidance on administering medicines, guidance for staff is minimal. The staff handbook states that training in first aid is mandatory and arranged for all staff every three years, but the first-aid qualifications of a number of staff, including the appointed person for first aid, were out of date at the time of the inspection.

The standards relating to welfare, health and safety in paragraphs 7, 9, 10, 11, 12, 14, 15, 16 and NMS 2, 3.2-3.5, 4, 6, 7, 8, 9, 10, 11, 12, 15, 16, the requirement of Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 19916 are met but those in paragraphs 13, 8(a), 8(b) [first aid and the safeguarding of boarders] and in NMS 3.1 [care of boarders who are unwell] are not met.

Action point 1

- the school must ensure that boarders who are ill and who are left alone in their dormitories or boarders' sick bay during the day have the means to contact staff in case of need [paragraph 13 and for the same reason paragraph 8(a) and (b), and NMS 3.1].

Action point 2

- the school must ensure that its first-aid policy provides sufficiently detailed guidance to staff on administering medicines, that guidance on first aid in the staff handbook is consistent with the first-aid policy, and that the policy is fully implemented, particularly with regard to staff training [paragraph 13, and EYFS requirement 3.45].

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management demonstrate good skills and knowledge. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

The proprietor has not ensured that the leadership and management, including leadership and management of boarding, consistently fulfil their responsibilities so that all the standards are met and that the school actively promotes the well-being of the pupils. Leaders have not met all requirements for the welfare of boarders who are ill, provided sufficiently clear and consistent guidance to staff on first aid and the administration of medicines or ensured that the first-aid policy has been fully implemented, particularly with regard to staff training.

The standards relating to leadership and management of the school in sub-paragraph 34(a) and NMS 13.1-3 and 13.6-9 are met but those in sub-paragraphs 34(b), 34(c), NMS 13.4 and 13.5 [fulfilment of responsibilities and promotion of pupils' well-being] are not met.

Action point 3

- **the school must ensure that leaders and managers consistently fulfil their responsibilities so that all the standards are met and that the school actively promotes the well-being of the pupils [paragraphs 34(b), 34(c), NMS 13.4 and 13.5].**

ABOUT THE INSPECTION

The inspectors conducted formal interviews with pupils and held discussions with teachers, senior members of staff and with the chairman of trustees. Inspectors visited the boarding house and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Graham Sims	Reporting inspector
Mrs Susan La Farge	Compliance team inspector (Head, ISA school)
Dr Steve Bailey	Team inspector for boarding (Head, IAPS school)