

The Green Room School Kingsley

1 Old Park Farm, Kingsley, Bordon, Hampshire GU35 9LU

Inspection dates

3–5 October 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- High-quality care, strong relationships and consistently effective teaching ensure that pupils make dramatic progress in their personal development and in their academic progress.
- The chief executive officers, trustees and headteacher have established and developed a highly successful teaching team.
- Well-established procedures for evaluating pupils' progress ensure that teaching builds strongly on pupils' starting points.
- Teachers check and evaluate pupils' learning continuously. As a result, they have a precise view of each pupil's progress.
- Teaching challenges and extends learning for all pupils exceptionally well, including for the most able pupils.
- The school prepares pupils extremely well with the personal, social and academic skills to support them as they take the next steps in their education.
- Adults' patient and skilful support helps pupils to become resilient, courageous and successful learners.
- Leaders and trustees have designed a very well-structured curriculum. Subjects such as land studies and equine studies, combined with a wide range of trips and visits, capture pupils' interest and motivate them to learn.
- Older pupils are working very successfully towards achieving qualifications, including BTEC National Diplomas and IGCSEs (international GCSEs) in English and mathematics.
- The school's positive, upbeat atmosphere lies at the heart of its work, ensuring that pupils feel safe and valued.
- Pupils are immensely proud of their school and are immaculately well mannered. They welcome visitors warmly, politely and with interest.
- Roles of responsibility contribute well to the development of pupils' independence skills. However, pupils are right to feel that they could do more, and leaders agree.
- Pupils behave exceptionally well. They take pride in their achievements and develop a strong sense of self-worth.
- Leaders have established effective links with parents and carers. They meet with parents at an early stage to discuss their children's needs and keep parents well informed about their children's progress. Leaders are now keen to develop parents' roles in supporting their children at home.
- Leaders and trustees make sure that all independent school standards are in place.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Develop opportunities for parents to support their children's learning at home.
- Increase pupils' independence by giving them more opportunities to carry out roles of responsibility.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The chief executive officers and headteacher provide inspirational leadership for this happy, hard-working and highly successful school. They lead by example, providing exceptionally strong role models for pupils and staff alike. Leaders have established a culture of strong teamwork and high aspirations.
- Clear communication throughout the school contributes very well to pupils' learning and well-being. Regular meetings, such as the daily staff briefing, ensure that all members of staff have a deep understanding of pupils' personal, emotional and academic needs from day to day.
- Leaders and teachers are highly committed to the school and to its pupils. They are determined to get the best out of every pupil, skilfully combining high expectations with warmth and good humour.
- Teachers continuously look for ways to develop their practice. They feel well supported by school leaders and appreciate the headteacher's understanding and professionalism. One teacher said: 'Her door is always open. She always makes the time to listen and to give advice.'
- The school's curriculum is broad, balanced and relevant to pupils' needs. It reignites pupils' interest in learning and is highly effective in preparing them for the next stage of their education. For example, during the inspection, pupils listened intently as the teacher explained how to make a clock using a range of tools. They followed instructions carefully, completed a range of carpentry tasks successfully and safely, and carried their finished clocks home at the end of the day with understandable pride.
- Leaders are keenly aware of the need to prepare pupils for British society and for the wider world. They ensure that pupils develop the personal and academic skills which will support them in future employment. Fundamental modern British values are woven throughout the curriculum and are consistent with the school's own values.
- The school's curriculum contributes very well to pupils' spiritual, moral, social and cultural development. Trips and visits enrich pupils' learning well and help them to develop a sense of the part they play in the wider community.
- Pupils learn about different customs and beliefs and they respect the views of others. Opportunities to complete work experience with local companies contribute well to pupils' growing confidence and to their plans for the future.
- The chief executive officers and trustees make good use of expertise in both schools in the group to support and develop teaching. For example, teachers from The Green Room Windsor who are experienced in teaching specific qualifications, including IGCSEs, work alongside colleagues in The Green Room Kingsley, thus ensuring that pupils are effectively prepared for future examinations.
- The chief executive officers and headteacher have established robust and reliable systems for monitoring pupils' personal and academic progress. All members of staff have access to detailed information about pupils' learning and well-being. This ensures a consistent approach to teaching, learning and behaviour throughout the school.

- Leaders, trustees and managers make sure that the independent school standards and other requirements are met in full.

Governance

- The board of trustees has a thorough understanding of the school's work. The trustees regularly complete a range of activities, including meetings with members of staff and visits to the school. As a result, they know how well pupils are learning.
- The board of trustees represents considerable expertise, including in education. The trustees support and challenge leaders rigorously. For example, they have been fully involved in the decision to make changes to the school's curriculum in order to maximise pupils' learning and engagement. The trustees share school leaders' ambitions for its pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and trustees take their responsibility for pupils' safety very seriously. They keep a careful eye on safeguarding arrangements, making sure that procedures are consistent and robust.
- Strong links with the local authority, and with agencies such as children's services, ensure that senior leaders are well informed about pupils' needs and are able to provide highly effective support.
- Leaders complete regular and thorough risk assessments of the school's work, including trips and visits. They pay close attention to the particular risks related to farming and construction activities completed on the school site, and take appropriate steps to minimise risks. For example, the school insists that pupils dress properly in overalls and boots when completing farm activities.
- The school's confidential computer system enables leaders and staff to record any concerns about pupils' safety, to monitor progress and to spot any worrying patterns of behaviour.
- The school manager plays a central role in ensuring that policies are well maintained and that records are up to date, including safeguarding checks for new members of staff. She keeps a careful record of all training completed and makes sure that all members of staff are suitably qualified.
- Safeguarding issues are discussed regularly during the school's daily staff briefing sessions and during meetings of the board of trustees. All members of staff are clear about their roles and know what to do if they have any concerns.
- The school's safeguarding policy provides a firm framework for staff, parents and pupils. The policy includes clear information about what to do in the case of concern and is published on the school website.

Quality of teaching, learning and assessment

Outstanding

- Leaders ensure that the first challenge for every member of staff when pupils join the school is to build pupils' confidence and to win trust. They do this extremely well. Exceptionally strong, trusting and respectful relationships underpin the significant gains pupils make in their learning, both academically and personally.
- Teachers continuously evaluate teaching and learning as a routine part of every day. They adjust their teaching skilfully to meet pupils' individual responses and needs. Teachers perceptively identify when pupils are ready to move on to the next stage in their learning.
- Teachers' strong subject knowledge across the curriculum enables them to plan learning which engages and enthuses pupils. For example, skilful science teaching enables pupils to learn experimental skills and to develop a fascination with the world around them. Equally, teachers with expertise in construction, horse management and farming skills convey a passion for their subjects that is reflected in pupils' knowledge and interest.
- Teachers assess pupils' starting points carefully, often identifying substantial gaps in pupils' knowledge and understanding when they join the school. Teaching equips pupils with fundamental mathematical and English skills, and is rapidly making up for time lost earlier in the pupils' education.
- The teaching of reading is well established in the school's English curriculum. Pupils have regular opportunities to read, choosing from a range of high-quality books by renowned authors.
- Teachers have the highest expectations of every pupil, regardless of background or ability. Challenging work ensures that all pupils, including the most able, make consistently strong progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' exceptional progress in developing personal, social and emotional skills lies at the heart of their subsequent excellent academic progress.
- Consistently strong relationships ensure that pupils develop self-respect and a sense of purpose. For example, teachers greet pupils warmly each morning and they take the time to chat with them at the end of the school day. As a result, pupils feel safe, valued and respected.
- In time, and with great care and support, pupils become brave and resilient learners. They know how hard they must work to be successful, and demonstrate an underlying determination to do well. For example, one pupil commented, 'When I put my mind to something, I will work, and work, and work until it's done,' while another said, 'I care.'
- Pupils know how the school rules help them to keep safe, and they follow them consistently well. For example, pupils understand why they must be accompanied by an adult when accessing farm areas, and why they must take care to wash their hands when

they have been working with the animals.

- Pupils understand some of the risks associated with using the internet and know the steps taken by the school to keep them secure. For example, they know that settings for the 'class pages' on the school's website are private so that no one can access information without permission.
- Pupils carry out responsibilities sensibly and seriously. For example, the school's anti-bullying ambassadors speak thoughtfully about their roles in providing a listening ear for any pupils who feel that they have been treated unkindly. However, they also say that they would like to meet with members of staff to discuss their views and ideas more regularly than is currently the case. Leaders agree, recognising that more opportunities for pupils to take on responsibilities will contribute to their growing independence.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils make significant progress both in the development of social skills and in their behaviour. This enables them to develop a strong sense of personal responsibility, to develop friendships and to re-engage in learning.
- All members of staff have the highest expectations of pupils' behaviour. They respond calmly, consistently and fairly to any inappropriate behaviour. As a result, pupils feel valued and secure. Pupils behave exceptionally well in lessons, during breaktimes and when moving around the school.
- Sometimes pupils become understandably frustrated when their work does not go according to plan. However, the school's continuous and highly effective focus on developing pupils' personal skills means that pupils cope with problems increasingly well and develop resilience and perseverance.
- Pupils love their school. They are keen to get started in the morning and are reluctant to leave at the end of the day. Pupils' enjoyment of school is reflected in their impressively high attendance rates, which are well above the national average.
- Leaders have established clear procedures for recording and analysing behaviour incidents. They do not tolerate bullying of any kind, and such incidents are rare. Leaders always follow up any concerns swiftly, robustly and proportionately.

Outcomes for pupils

Outstanding

- Pupils make exceptional progress from their different starting points in English, mathematics and across the curriculum.
- Pupils join the school with substantial barriers to their learning. All pupils have a range of complex needs and circumstances which mean that their starting points are much lower than other pupils of the same age and stage of education nationally.
- Negative experiences of education in the past, including numerous school changes, erratic attendance and disengagement with learning, have left pupils with significant gaps in skills, knowledge and understanding. They often lack key English and mathematical skills when they join the school.

- Pupils make significant gains in their learning. They develop new skills and strategies very quickly. For example, in mathematics, pupils learn how to use formal methods to multiply two numbers efficiently and how to use number lines to sequence a series of negative and positive numbers. They go on to learn how to use newly acquired mathematical skills to tackle problems of increasing complexity.
- The success of the school's focus on developing pupils' speaking and vocabulary skills is clear to see in their English work. Pupils' written work reflects their positive experiences of learning in the school and their growing confidence. References to nature, to animals and to the pupils' practical experiences on the farm punctuate their written work. Regular opportunities to read help to broaden pupils' vocabulary and to enrich their creativity.
- The school's curriculum and its rural environment make a powerful contribution to pupils' creativity, to their confidence and to their use of vocabulary. For example, during the inspection one pupil explained clearly and confidently the causes of colic in horses and why it is important to treat it properly.
- Pupils understand why education is important and learn very well because they can see a clear purpose for their work. They make substantial progress in a range of subjects, including science, art, design technology, information technology and cookery.
- Pupils are understandably proud of their achievements. They are working hard to achieve a range of qualifications, including BTEC National Diplomas in land-based studies. The oldest pupils know that achieving IGCSEs will stand them in good stead in their future careers. They demonstrate the determination and resilience needed to be successful.

School details

Unique reference number	145479
DfE registration number	850/6094
Inspection number	10054088

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

Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	15
Number of part-time pupils	4
Proprietor	Everyday Arts Ltd
Chair	Ray Sawyer
Headteacher	Danielle Haxby
Annual fees (day pupils)	£37,500
Telephone number	01420 487 706
Website	thegreenroomschool.com
Email address	infoGRK@thegreenroomschool.com
Date of previous inspection	Not previously inspected

Information about this school

- The Green Room School Kingsley is a mixed independent day special school. The school provides alternative provision for pupils who have special educational needs (SEN) and/or disabilities and who can no longer access mainstream education. Pupils' needs vary but can include depression, anxiety and emotional disorders. All pupils have a statement of SEN or an education, health and care plan.
- The school is located on a large family-run farm in a rural part of Hampshire. All pupils participate in daily farming activities, such as animal husbandry, as part of the school's curriculum.

- The school uses a combination of therapeutic, academic, creative and physical education to support pupils' learning and their personal development.
- The school teaches the national curriculum. Pupils study a range of subjects, including science, art, land studies and equine studies. They have daily English and mathematics lessons and work towards BTEC National Diplomas and IGCSEs.
- Pupils are referred to the school by four local authorities. Pupils join the school at different times during the school year and at different ages. Their length of stay in the school varies according to their individual needs.
- The school opened in March 2018. This is the first standard inspection of the school.
- The school is registered to admit a maximum of 15 pupils. Fifteen pupils are currently on roll.
- The headteacher was appointed in March 2018.
- The school does not use alternative provision.

Information about this inspection

- The inspector observed learning during 13 lessons. All were completed jointly with either the headteacher or with one of the chief executive officers.
- The inspector analysed a range of pupils' work and records of pupils' achievement.
- The inspector toured the school and its classrooms at different points during the inspection with one of the chief executive officers and the headteacher.
- The inspector spoke with leaders, staff and pupils during the inspection. She considered two responses to Ofsted's online survey, Parent View, and 14 responses to the staff questionnaire. The inspector also met informally with a parent during the inspection.
- The inspector met with two trustees, including the chair of the charity.
- The inspector talked to pupils at different times during the inspection to gather their views of the school.
- The inspector reviewed a wide range of school documentation regarding the quality of education, safeguarding arrangements and the school's compliance with the independent school standards.

Inspection team

Julie Sackett, lead inspector

Ofsted Inspector

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