

Greenfields School

Tenterden Road, Biddenden, Ashford, Kent TN27 8BE

Inspection dates

6 February 2019

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i) and 2(1)(b)(ii)

- The proprietor has provided an appropriate curriculum policy, long-term plans, exemplar timetables and accompanying schemes of work relating to the material changes applied for. The written policy, plans and schemes of work are detailed and are suitable for the context of the school.
- The proposed curriculum has been well thought through. It extends the current curriculum from key stage 3, through key stage 4 and beyond into the proposed sixth form.
- The exemplar timetables provided with the application are indicative of the bespoke nature of the curriculum and the context of the school. They include provision for the appropriate use of other local providers, including for work experience and for vocational strands of the curriculum, if required.
- Curriculum documents take account of the complex needs of the pupils at the school, most of whom have, or will have, an education, health and care plan. The proposed curriculum specifically promotes British values.

Paragraph 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(g), 2(2)(h) and 2(2)(i)

- The proposed curriculum provides for full-time education and covers all of the areas of learning specified in these paragraphs. Pupils will be subject to a personalised curriculum, which will promote their speaking, listening, literacy and numeracy skills at a level appropriate to their individual needs.
- The proposed curriculum fully reflects the school's unique ethos. It will provide fully for pupils' personal, social, health and economic education. It will also develop pupils' understanding of equalities and respect for the different cultures and faiths of others.
- Personal learning and thinking skills lessons, as well as 'team-talk' sessions, will help pupils learn about the different facets of being an active learner. Effective

participation, independent learning, teamwork and reflective thinking are also key components of preparing pupils for the next steps in their education or training.

- The proposed curriculum will provide independent and impartial careers guidance, helping pupils to plan their next steps, including for work experience and future employment.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i) and 3(j)

- The proprietor already has a well-developed model for providing high-quality teaching, learning and assessment at the school. At the school's most recent full inspection, teaching, learning and assessment were judged to be good. This was also the case for pupils' outcomes. Short classroom visits and discussions with the headteacher and assistant headteacher during this inspection confirmed that this aspect of the school's provision is not likely to be negatively affected if the material changes are approved.
- The proprietor has ensured that teaching and support staff are suitably qualified to deliver a high quality of education at the school. All staff are fully conversant with the school's therapeutic approach to education. This will remain the case if the material changes are approved.
- The current school is resourced well. Part of this material change application is regarding registering a new site, which is already being used by the school, and is situated very close to the current school. Although Part 5 specifically covers premises and accommodation, it is worth reporting here that the 'new' accommodation is already well equipped and provides pupils and staff with a good-quality resource to support teaching and learning. The new site is also well suited for the proposed increase in pupil numbers applied for.

Paragraph 4

- The school's framework for assessing and reporting pupils' progress to parents and carers and a wide range of other professionals is already well established and effective.
- School leaders have ensured that all of these standards are likely to be met if the material changes are approved.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The spiritual, moral, social and cultural development of pupils will continue to be at the heart of the school's day-to-day life. The curriculum model, based on a therapeutic approach to learning, supports this aspect of pupils' development well.
- Many pupils come to the school having been unsuccessful in previous settings. Some have not been able to access any form of education for extended periods of time prior to coming to Greenfields. The school's culture supports this aspect of improving pupils' social development particularly well, improving pupils' behaviour and attitudes to school, enabling them to become successful learners and to contribute to society more widely.

- Despite pupils' complex needs, leaders have a strong desire to ensure that pupils benefit from a full range of experiences to develop their self-knowledge, self-esteem and self-confidence.
- Pupils' understanding of equalities, British values and the workings of wider society are all covered by the planned curriculum, as well as through a range of extra-curricular opportunities. This includes helping pupils understand and respect the faiths and cultures of others, the rule of law, and the workings of public institutions.
- Staff are fully aware of the importance of offering pupils balanced views of the different aspects of the world they live in.
- School leaders have ensured that these standards are likely to be met if the material changes are approved.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1) and 32(1)(c)

- The proprietor has ensured that the arrangements to safeguard and promote the welfare of pupils are strong. Procedures to recruit new staff include the appropriate pre-employment checks. The school's safeguarding policy, which is published on the school's website, is compliant with current guidance issued by the Secretary of State.

Paragraphs 11 and 12

- Leaders have ensured that the school has effective policies to ensure the health and safety of pupils, staff and visitors to the school. This includes a written health and safety policy. Fire safety is given a high priority. A fire risk assessment for the 'new' school building was provided as part of the material change application.

Paragraph 14

- High staff-to-pupil ratios ensure that current pupils are properly supervised at all times. Staff have high expectations of pupils' behaviour. Routines and systems will take into account the increase in the number and age range of pupils to ensure that pupils are properly supervised at all times if the changes are approved.

Paragraph 16, 16(a) and 16(b)

- The proprietor and school leaders have ensured that the school has a risk assessment policy that is implemented effectively.
- School leaders have ensured that all relevant standards that were checked in Part 3 are likely to be met if the material changes are approved.

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

Paragraph 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e) and 18(3)

- The suitability of all persons appointed as existing members of staff at the school has been thoroughly checked in accordance with current guidelines. This will continue to be the case if the material changes are approved.

Paragraph 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii) and 19(3)

- At the time of this inspection, the suitability of all persons offered for supply by an employment business to the school has been thoroughly checked in accordance with current guidelines. This will continue to be the case if the material changes are approved.

Paragraph 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii) and 20(6)(c)

- At the time of this inspection, appropriate checks had been carried out on members of the proprietor body, as well as members of the local governing body of the school. This will continue to be the case if the material changes are approved.

Paragraph 21(1), 21(3), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b) and 21(8)

- As part of this material change inspection, the inspector reviewed the school's single central register of checks on all adults: working at the school; or who are members of the proprietor body; or who are members of the governing body; or who are working at the school under contract from a supply agency. The single central record was found to comply with current guidelines. The school does not use volunteers.
- School leaders have ensured that all relevant standards in Part 4 are likely to be met if the material changes are approved.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The 'new' school building, which is already in use by the school, fully covers all aspects of the standards required to meet Part 5. The accommodation contains three classrooms, a teaching kitchen, suitable toilet facilities, offices and other communal areas. The accommodation is well maintained and furnished. Lighting, acoustics and other aspects, such as provision of suitable drinking water, ensure that the welfare, health and safety of pupils are protected. Accommodation for the medical examination and treatment of pupils is also available.
- The building is set in landscaped grounds, which provide a pleasant environment for the school to be situated. As a result, suitable space is provided for pupils to meet and play outside. Appropriate arrangements have been made for pupils' physical education, some of which takes place off site in local sports centres, for instance.
- School leaders have ensured that all relevant standards in Part 5 are likely to be met if the material changes are approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c) and 34(2)

- Because all of the paragraphs checked in relation to the requested material changes are likely to be met, this part is also likely to be met.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	131780
DfE registration number	886/6084
Inspection number	10091897

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent special school
Proprietor	Childhood First
Chair	Simon Villette
Headteacher	Mrs Carole Cox
Annual fees (day pupils)	£59,020
Telephone number	01580 292 523
Website	http://childhoodfirst.org.uk
Email address	greenfieldsschool@childhoodfirst.org.uk
Date of previous standard inspection	27–29 June 2017

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	5–14	5–18	5–18
Number of pupils on the school roll	12	23	23

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	12	23
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	12	23
Of which, number of pupils with an education, health and care plan	10	21
Of which, number of pupils paid for by a local authority with an education, health and care plan	10	21

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	8	10
Number of part-time teaching staff	3	3

Information about this school

- Greenfields School is an independent special school, registered for up to 15 pupils who have social, emotional and mental health needs. Currently, there are 12 pupils on roll. The school currently admits boys and girls aged between five and 14.
- The last standard inspection took place in June 2017, when the school's overall effectiveness was judged to be good and all of the independent school standards were found to be met.
- The school forms part of a therapeutic community managed by Childhood First, a registered charity. The school offers a therapeutic approach to teaching and learning, with a strong focus on the personal development of pupils.
- All pupils are in the care of local authorities. Most have an education, health and care plan. Many pupils have histories of disrupted schooling.

Information about this inspection

- This inspection took place under section 162(4) of the Education Act 2002. It was commissioned by the Department of Education as a result of an application for material changes to the age range of pupils at the school, an increase in the maximum number of registered pupils, and the use of additional buildings on an adjacent site. It should be noted that the school already occupies and uses these additional buildings.
- This is the second material change application since the school was first registered. A previous material change application was approved, increasing the school's age range from five to 11 years, to five to 14 years.
- Prior to the inspection, the inspector reviewed a range of documents submitted by the proprietor to support the material changes application. The school's website was also checked, including published policies and other information.
- The on-site visit included a tour of both school sites, and visiting classrooms, and communal and outside areas. A range of documents and records were scrutinised, including the single central record of checks on adults working at the school.
- An initial meeting was held with the therapeutic services director, who acted as a representative of the proprietor, accompanied by the headteacher and the local community director. Further meetings were held with the headteacher, accompanied by the assistant headteacher, as well as with the school secretary, who maintains the school's single central register.
- As well as talking to pupils during classroom visits, the inspector was pleased to be invited to lunch with older pupils, as part of the school's celebration of Chinese New Year.

Inspection team

Clive Close, lead inspector

Her Majesty's Inspector

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