

Greenwich House School

106 High Holme Road, Louth, Lincolnshire LN11 0HE

Inspection dates

19 to 21 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The proprietor and school leaders have created a culture of respect and tolerance, combined with academic achievement and personal development. They have ensured that all the independent school standards are met.
- Leaders hold regular meetings with teachers to check on pupils' achievement. These detailed discussions ensure that any necessary actions are taken to ensure pupils make good progress.
- Teaching is good overall and some teaching is particularly effective. Pupils' learning is personalised because teachers have detailed knowledge of what pupils know, understand and can do.
- The curriculum is broad and relevant to the pupils. The specialist teaching in some subjects leads to good-quality outcomes. Pupils' learning in a range of subjects ensures that they are well prepared for their next stage in education.
- Good relationships are evident throughout the school. Behaviour is good and pupils have positive attitudes to learning. However, the standard of presentation in books does not routinely reflect pupils' pride in their work.
- Pupils make good progress from starting points that are broadly typical for their age. By the end of key stage 2, most pupils achieve the national standards expected for their age, and some exceed these standards, in reading, writing and mathematics.
- Children in the early years are confident and curious. They enjoy their learning and make good progress. There are good transition arrangements as they move into key stage 1.
- Leaders' knowledge of the school is demonstrated by their understanding of how well each pupil is achieving as well as their individual needs and challenges. Areas for improvement are identified in the school's self-evaluation, but improvement actions are not reflected clearly in the school's development plan.
- There are some inconsistencies in the quality of teaching. Leaders monitor teaching regularly and ensure that teachers have access to training and professional development, but this is not always tightly focused on improving specific aspects of teaching.

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?

- Ensure the quality of teaching is consistently good for all groups of pupils by:
 - ensuring that leaders' monitoring clearly identifies individual professional development needs
 - enabling teachers to observe and reflect on existing effective practice within the school.
- Ensure that leaders maintain a clear overview of the school's performance and that the identified areas for improvement are reflected in the school's improvement planning.
- Improve the presentation of pupils' work in books so that it is of a high standard in all subjects throughout the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, who is also the headteacher, and the director of school development have ensured that all independent school standards have been met. They have created a culture of respect and tolerance within the school, at the same time as striving to ensure that pupils achieve well academically and develop personally. There is a strong team ethos where all members of the team are valued both personally and for their contributions to the success of the school.
- Leaders know the school very well, partly because of their long-term involvement, but also because of their detailed knowledge of each pupil's individual achievements. Regular meetings with teachers include discussions about each pupil's progress and actions that are being taken to extend learning. This leads to a very personalised approach, which is a distinctive feature of the school.
- The curriculum is broad and provides many opportunities for pupils to learn in depth. Specialist teaching ensures quality as well as breadth. For example, there are displays of art work that show a range of the skills that pupils have learned using different media and after studying techniques used by famous artists. Extra-curricular clubs bring an extra dimension to the curriculum, enabling pupils to follow up personal interests. The school makes good use of teachers' own skills and knowledge and this brings great benefit to pupils.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through the curriculum, for example in religious education (RE) and in personal, social, health and economic (PSHE) education. There is a range of opportunities to engage with the wider community through visits and competitive sporting activities. Pupils show respect and tolerance for those with different religious beliefs, and they have a growing understanding of life in other countries and cultures. They celebrate both similarities and differences in the people they come into contact with. For example, one pupil praised the achievements of a disabled friend who is an accomplished swimmer.
- Leaders and staff are outward looking. They welcome opportunities to work with colleagues beyond the school in order to moderate the work of the school and compare the school's performance to national benchmarks.
- Parents are made welcome in the school and leaders have ensured that there is good communication through regular reporting and opportunities for discussion. Parents are very supportive of the school and praise the staff for being approachable and dedicated.
- Leaders evaluate the quality of the school's provision. They make regular checks on teaching and learning as well as pupils' progress, and they identify aspects of the school's work that could be improved on. Teachers frequently discuss aspects of their practice that they wish to enhance and take steps to make improvements. Leaders ensure that teachers have access to training and professional development but this is not always tightly focused on improving specific aspects of teaching. Areas identified for improvement are not reflected in the school's development plan, and therefore it is not clear how these priorities are being addressed and evaluated.

Governance

- The proprietor works with the director of school development and other school leaders to ensure that the school meets the independent school standards and maintains a good quality of provision. She does this by: being actively involved in the day-to-day life of the school; making regular visits to classrooms to check on pupils' learning; promoting the ethos and core values of the school; and ensuring that pupils are able to make a smooth and confident transition to the next stage in their education.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's safeguarding policy is available on the school website and reflects the most recent government guidance. Risk assessments are carried out and updated regularly to ensure pupils' safety in school and off-site.
- Leaders are aware of potential risks to pupils. The curriculum includes teaching pupils about how to keep themselves safe, for example online. Pupils are knowledgeable about the possible dangers when using social media.
- The designated safeguarding officers are appropriately trained for their role, and they ensure that all staff receive regular updates and have access to online training. Staff know pupils well and are alert to any minor changes that might signal a concern. The school has procedures in place for reporting and recording concerns.

Quality of teaching, learning and assessment

Good

- Teaching is good overall and is particularly strong in key stage 2, where tightly structured lessons meet pupils' needs very well. Lessons also provide opportunities for pupils to follow their interests and engage in discussion. This leads to good levels of engagement, motivation and enjoyment from pupils.
- Teachers use questioning effectively to draw out detailed responses from pupils. This enables pupils to develop appropriate vocabulary and put forward their views confidently, justifying their answers.
- The small class sizes allow teachers to personalise pupils' learning and tailor the support they provide for each pupil. Having individual conversations with pupils enables teachers to address any misconceptions quickly and deepen pupils' understanding.
- Teachers have good subject knowledge, and this is reflected in the teaching of the basic skills of reading, writing and mathematics. Some subjects are taught to all classes by one teacher, for example science and RE. This approach provides a good overview of progression in learning and leads to good-quality outcomes for pupils.
- Assessment is ongoing and teachers keep detailed records of each pupil's attainment against national curriculum expectations. Regular checks are made to monitor progress so that appropriate support and challenge are provided for all pupils.
- Work in pupils' books reflects the assessments teachers make. They also show that pupils are able to review their own work and make improvements. In general, though work is set out consistently and handwriting is well formed, presentation is not of a high standard

and does not routinely reflect the pupils' pride in their work or the teachers' high expectations.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to school and are confident learners. They enjoy the challenges set for them and are able to use a range of strategies to tackle more difficult tasks. Pupils try their best and also encourage others, being respectful of ideas and views that are not their own.
- Pupils say that the school is a safe place and that there is no bullying. They have confidence that teachers will 'resolve situations' if they have any concerns or worries. They know about different types of bullying and how this differs from occasional falling out or disagreement with a friend.
- Pupils understand the benefits of lifestyles that include regular exercise and healthy diet. They enjoy being active at playtimes and taking part in sporting activities. For example, during the inspection, a group of pupils represented the school in a cross-country competition.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well, both in lessons and as they move about the school. Pupils understand the clear expectations about their behaviour and state that 'you can't get away with things here'. They understand the benefits of good behaviour on their learning and safety.
- Pupils are polite and courteous. Parents value the importance placed on good manners. One commented, 'It's the little things, like please and thank you, that make the difference.'
- Pupils enjoy being at school and, as a result, attendance is good. The school follows up any absences quickly and thoroughly, discussing any extended absences with parents as appropriate.

Outcomes for pupils

Good

- By the end of key stage 2, most pupils achieve at least the standards expected for their age in reading, writing and mathematics. Some pupils achieve the higher standard in reading and mathematics and demonstrate greater depth in their writing. Pupils develop skills and knowledge in a range of other subjects, producing good-quality work appropriate to their age.
- Throughout the school, pupils make good progress from their starting points. Teachers' assessments and work in books provide evidence of the progress made over time. If pupils encounter difficulties with any aspect of their learning, individual support is provided to help them catch up if they are at risk of falling behind.
- Pupils read confidently and have a range of strategies to tackle unfamiliar words. They

show a good understanding of what they are reading, and can answer questions, finding examples in the text to support their answers. Teachers make sure pupils can access good-quality texts that make links to what they are learning in different subjects. Pupils say that they enjoy reading and can give reasons for their book choices.

- Pupils' work in mathematics shows that they are confident in calculation. Books show that there are regular checks to make sure that pupils develop the skills they need for more complex tasks. Pupils are able to use these skills to solve problems and there is increasing challenge as they move through the school.
- Writing books show that pupils can write for different purposes. Some writing is closely linked to work in other subjects where specific skills can be used, for example recording observations in science. Some work focuses specifically on spelling, punctuation and grammar, and this helps pupils to write accurately when tackling extended pieces of work.

Early years provision

Good

- Leaders have a clear overview of the pre-school provision. Children's progress is recorded and tracked carefully so that there is a growing picture of what children know, understand and can do. Regular reviews of assessments ensure that children are supported with specific aspects of their learning.
- Leaders involve parents in their children's learning and welcome information that supports the school's assessments. Regular communication ensures that parents receive detailed information about their child's progress.
- Children start the pre-school provision with skills and knowledge broadly typical for their age and make good progress so they are well prepared to move to key stage 1. Transition is carefully managed so that children's readiness is taken into account and appropriate support can be provided where necessary.
- Teaching is often planned around children's interests, and this ensures enthusiastic participation in learning. Children learn about the local area through planned visits and activities. There are also opportunities to promote children's independence and develop the skills they need to cooperate and work with others.
- Skilled questioning and discussion encourage children's curiosity and help them build their knowledge and understanding of the world around them. For example, a child planting bulbs asked why there was water falling through the bottom of the pot. Adults' careful explanation about drainage promoted further exploration and enabled the child to pass on this new vocabulary to a classmate. However, sometimes, questioning and discussion is not as focused and so does not deepen children's learning as effectively.
- Leaders have ensured that all statutory safeguarding and welfare requirements for the early years are in place.

School details

Unique reference number	120743
DfE registration number	925/6038
Inspection number	10078663

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 school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Number of part-time pupils	15
Proprietor	Jennifer Brindle
Headteacher	Jennifer Brindle
Annual fees (day pupils)	£6,075
Telephone number	01507 609 252
Website	www.greenwichhouseschool.com
Email address	info@greenwichhouseschool.com
Date of previous inspection	8 to 10 June 2016

Information about this school

- Greenwich House School is a non-selective independent school in the Lincolnshire market town of Louth. The premises are in a large converted house with grounds that include a car park, tennis court and grassed play area.
- There are currently 44 pupils on role, aged from three to 11 years. Four classes provide for Reception to Year 6 pupils. The remaining 17 children are taught in the pre-school room and 16 of these pupils are part-time.
- There is a separately registered childcare provision for children under the age of three. This provision was not part of this inspection and was inspected separately in January 2018.

- Children attending the school come mainly from the town and nearby villages.
- The school aims to provide 'all the conditions for children to discover the joys of learning' and to 'absorb values that will stand them in good stead throughout their lives'.

Information about this inspection

- A tour of the school was carried out to check on the suitability of the premises.
- Inspectors visited all classes to observe learning. A number of observations were carried out jointly with senior leaders.
- Inspectors held meetings with the proprietor, senior leaders and teachers.
- Inspectors reviewed samples of pupils' work and scrutinised the school's assessment information.
- Inspectors held discussions with groups of pupils and listened to some pupils read. They also talked with pupils at other times during the inspection.
- Inspectors carried out a check of the school website to confirm that the required information, including the safeguarding policy, is available.
- Inspectors spoke informally with a number of parents at the beginning of the school day and took into account 18 responses to Ofsted's online questionnaire, Parent View.
- There were no responses to either the online survey for staff or the online pupils' survey.

Inspection team

Jane Salt, lead inspector	Ofsted Inspector
Janis Warren	Ofsted Inspector

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