

Green Meadow Independent Primary School

Robson Way, Lowton, Warrington WA3 2RD

Inspection dates

31 October 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

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(f), 2(2)(h), 2(2)(i)

- The proposed policies and schemes of work for the early years and key stage 3 are comprehensive and detailed. In some respects, they go beyond the minimum requirements of the independent school standards for the range of educational experience that the school should give its pupils. For example, religious education (RE) is included in the key stage 3 curriculum. None of the policies or schemes of work undermines fundamental British values.

Paragraphs 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)

- There is an appropriate policy and scheme of work that gives pupils experience of personal, social, health and economic education (PSHE). There are numerous opportunities for pupils to learn about, for example, healthy lifestyles, personal safety and relationships. Leaders have developed age-appropriate content for children in the early years. The policy contains a clear statement on encouraging respect for the protected characteristics set out in the Equality Act 2010.
- Leaders have detailed plans to ensure that the proposed increase in age of pupils in key stage 3 receive impartial careers advice and guidance. These include providing opportunities to find out about a wide range of employment and educational routes. Leaders have chosen to apply the Gatsby benchmarks to their work on careers advice to secure the best guidance possible.

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

- Teaching in the proposed age groups of the early years and key stage 3 is likely to enable pupils to make good progress. Leaders have matched schemes of work to pupils' ages and abilities well. Much thought has been given to providing a broad range of resources. These are either in place or will be ready for use if the proposed material changes are implemented.

Paragraph 4

- Leaders have put in place suitable assessment systems. For example, in key stage 3, as well as informal continuous assessment in English and mathematics, there will be half-termly reports to parents and carers. In physical education (PE), leaders propose formal assessments every term. These strategies are likely to enable teachers to plan lessons to ensure that pupils make good progress. They are also likely to provide an appropriate evaluation of pupils' performance.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are implemented.

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

Paragraphs 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), 5(d)(iii)

- There is a clear policy on encouraging pupils' spiritual, moral, social and cultural development. Evidence from the proposed curriculum planning shows that leaders intend to provide a wide range of opportunities. For example, in key stage 3, these are included in lessons in citizenship and RE. There is evidence in the existing provision in the school that leaders provide many extra-curricular opportunities, such as adventurous activities on residential visits. Leaders also encourage pupils to appreciate fundamental British values and to develop respect for protected characteristics, as set out in the Equality Act 2010. Leaders plan to extend these opportunities for the proposed changes in age range.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are implemented.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding policy is up to date and comprehensive. It makes reference to current guidance from the government. All staff have received safeguarding training, which leaders record centrally. The policy is published on the school's website. Leaders also make the required pre-employment checks on staff and record them appropriately.

Paragraphs 9, 9(a), 9(b), 9(c), 10

- The school's behaviour policy is thorough and suitable. Current pupils show very good behaviour, which indicates that the policy is effective. Staff manage pupils' behaviour very well. There is a separate anti-bullying policy, which makes specific mention of a wide range of bullying, including that based on the protected characteristics set out in the Equality Act 2010. Leaders promote anti-bullying among current pupils. For example, a pupil is selected periodically to be a 'buddy'. Other pupils can choose to talk to this pupil if they have any worries about bullying.
- Leaders have an existing system for recording and responding to behaviour and bullying incidents, which they will continue to use if the material changes are implemented.

Paragraphs 11, 12, 13, 16, 16(a), 16(b)

- The range of policies concerning matters of health, safety and welfare ensure that pupils are likely to be safe in school if the material changes are implemented. These include appropriate measures to ensure fire safety. Leaders have a clear risk assessment policy. They also have many risk assessments that cover all aspects of activities that take place in and out of school. Leaders identify hazards effectively and ensure that there are appropriate control measures in place.

Paragraph 14

- The proposed ratio of staff to pupils, along with the school's behaviour policy and existing practice around behaviour management, indicates that the supervision of pupils is likely to be appropriately organised.

Paragraph 15

- There are appropriate documents in place to record current pupils' admission details and their attendance. Leaders will continue to use these if the material changes are implemented. Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are implemented.

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(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), 29(1)(b)

- Toilet facilities are suitable, with an appropriate supply of cold water for toilets and hot and cold water for hand-washing. They are very well maintained.
- Leaders plan to use a local sports centre for lessons in PE for the pupils in key stage 3, so on-site showers are not provided. Leaders have carried out a risk assessment for PE in key stage 3. It is detailed and is likely to ensure the safety and privacy of pupils when showering and changing.
- There is a medical room which is appropriately equipped and is near a toilet. It is used for other purposes but can be exclusively available when needed.
- Leaders maintain the premises to a high standard. Pupils' health, safety and welfare are ensured. The inspector's tour of the premises demonstrated that the school's policies on first aid, health and safety, fire safety and risk assessment are implemented effectively.
- Classrooms and other areas are spacious and have suitable light and acoustic conditions. Classrooms are easily capable of accommodating the proposed new maximum number of 198 pupils.
- Drinking water is readily available and the source is suitably labelled and separate from the toilet areas. The water temperature for hand-washing does not present a scalding risk. It is controlled by a central thermostat.
- The outdoor area is suitable for play and for the provision of PE. External lighting is provided to ensure that people can enter and leave the building safely during hours of darkness.

- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are implemented.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- Leaders show good knowledge and understanding of the independent school standards. They are likely to fulfil their responsibilities to ensure that the relevant standards are met consistently if the Department for Education (DfE) grants the proposed material changes.
- Through a range of suitable policies and procedures, leaders are likely to ensure that pupils' welfare is secured.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the DfE agrees to the material changes.

Schedule 10 of the Equality Act 2010

- Leaders have a suitable accessibility plan. Actions to improve access for disabled pupils include: the use of technology to aid the recording of work; ensuring that toilets that are accessible to wheelchair users are well maintained; and the use of a magnifier for conveying information to pupils who need it.
- Leaders have ensured that this requirement is likely to be met if the material changes are implemented.

Statutory requirements of the early years foundation stage

- The proprietor has ensured that the early years provision is likely to comply with the relevant requirements. Leaders have created a stimulating environment and have a suitable scheme of activities that is likely to meet the learning requirements. Provision for children's safeguarding and welfare is thorough. Staff follow the school's safeguarding policies and procedures. They also make sure that, for example, children have constant access to drinking water.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are implemented.

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	135998
DfE registration number	359/6011
Inspection number	10125106

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 school
Proprietor	Mrs Sandra Green
Chair	None
Headteacher	Mrs Sandra Green
Annual fees (day pupils)	£1,900 to £6,650
Telephone number	01942 678803
Website	www.greenmeadowindependentprimaryschool.co.uk
Email address	greenmeadowteachers@gmail.com
Date of previous standard inspection	21–23 March 2017

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	4 to 11	3 to 14	3 to 14
Number of pupils on the school roll	31	198	198

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Not applicable
Number of full-time pupils of compulsory school age	24	168
Number of part-time pupils	0	6
Number of pupils with special educational needs and/or disabilities	7	40
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	11	30
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	2	6

Information about this school

- Green Meadow Independent Primary School received its last standard inspection in March 2017.

Information about this inspection

- The Department for Education commissioned Ofsted to carry out this inspection because the proprietor applied to make a 'material change' to the school's registration.
- The proprietor requested a change to the school's age range from four to 11 to three to 14. She also requested an increase in the maximum pupil capacity from 168 to 198. If these changes are applied, they are unlikely to have a detrimental effect on the educational provision at the school.
- The inspector met with the proprietor (who is also the headteacher), the head of the school's management team and the deputy headteacher. He undertook a tour of the premises. He analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and matters of health and safety.

Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

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