

# Inspection of Greenwich House School

106 High Holme Road, Louth, Lincolnshire LN11 0HE

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Inspection dates: 16 to 18 April 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Greenwich School is rooted in positive relationships. Pupils and staff work harmoniously. Pupils are proud of the small-school ethos. As one pupil said: 'We all know each other. We all get on. We're like one big family.'

The school's values are well known and understood. Pupils say that teamwork, resilience, pride, ambition, difference, compassion and respect help them to work hard and to make a positive contribution, both within and beyond the school.

Pupils behave well. They are enthusiastic about the rewards on offer, including 'Stars' and reading awards. They look forward to assemblies when they recognise and celebrate each other's successes. Pupils know what happens in the event of poor behaviour. However, they say that this rarely occurs. The school's records confirm this.

Pupils benefit from a wide range of sporting and creative activities beyond the curriculum. Golf, cross country and the opportunity to learn a wide range of musical instruments are highly valued. The weekly cooking club is a particular favourite of pupils, especially when preparing sushi dishes.

The school takes good care of its pupils. There is a strong pastoral care offer that promotes and supports pupils' individual social, emotional and mental health needs.

## **What does the school do well and what does it need to do better?**

The school's curriculum is well organised. It is broad and engaging. Pupils find lessons interesting and, on the whole, remember what they have been taught. Across all subjects, the curriculum is well planned and sequenced. It helps pupils to build knowledge incrementally over time. In a small number of subjects, the curriculum sets out the skills that pupils are expected to master. However, the underpinning knowledge that pupils are expected to know to master these skills in these subjects is not made clear.

Reading is prioritised. The school's phonics programme is well planned and sequenced. It is taught consistently well. Pupils regularly practise and recap the sounds that they have learned before. The books that pupils read are closely matched to the sounds that they know. Over time, pupils become avid readers. They read regularly and widely. They are familiar with a wide range of books, genres and authors. Older pupils described their love of 'MacBeth'. They were able to articulate how the English language has changed over time.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Their needs are comprehensively evaluated and catered for. The small-step targets that are set for these pupils, including those who have education, health and care plans (EHC plan), are skilfully designed. Support in lessons is well tailored. As a

result, pupils with SEND go on to successfully learn the same curriculum as their peers.

The school's programme for personal, social and health education (PSHE) is relatively new and at an early stage of implementation. However, it is working well. Pupils have an impressive recall of what they have learned. Older pupils have a sound understanding of the risks associated with drugs and alcohol. They know how to deal with peer pressure. They know where to go to get help should they need to. Pupils help out around school. Older pupils enjoy helping out at dinner times, working as part of the school's charities committee and planning fundraising events. However, beyond these, there are limited opportunities for pupils to take on additional roles that help develop their leadership skills and experience.

The school has a dedicated and cohesive team of staff who are proud to work at Greenwich School. They are committed to securing the best possible outcomes for pupils. Senior leaders and the proprietors know what is working well in the school and what needs to improve. However, the areas for improvement are not always communicated clearly with staff. As such, there is an inconsistent understanding among the staff of what the improvement priorities are. The school checks on how the curriculum is being taught. However, in some subjects, there is not a consistent, systematic approach to testing out how well pupils learn and remember the precise content of the curriculum.

Pupils, parents and carers and staff are highly positive about the school. One parent summed up the views of many when they said: 'This is a fantastic school. Nothing is too much trouble. Staff go above and beyond to tailor education to each child's needs and ability.'

The proprietors have ensured that all the independent school standards are met. The school complies with schedule 10 of the Equality Act 2010. All necessary information is available to parents. The school's safeguarding policy is published on the school's website. The school's premises are maintained to a good standard. The procedures for first aid, fire safety and health and safety are appropriate.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In a small number of subjects, the curriculum does not make clear the underpinning knowledge that pupils are expected to acquire to master the skills they are developing. As a result, there is an inconsistent understanding of the precise content that pupils are expected to commit to their long-term memory. The school should ensure that the curriculum, across all subjects, makes clear the

precise content that pupils are expected to know and remember so that they are able to develop the identified skills securely.

- There are limited opportunities for pupils to take on additional roles and responsibilities around the school. This means that pupils are not able to develop their leadership skills and experience as broadly as they could. The school should ensure that there are the necessary opportunities available to pupils to enable them to develop their leadership skills and make an increased positive contribution to the day-to-day life of the school.
- The school does not have a systematic approach for checking how well pupils learn and remember the precise content of the curriculum. There is an inconsistent understanding of what the school's priorities for development are. This means that staff do not have a fully rounded view of what it is that they need to do to bring about further improvements in the school. The school should ensure that the approach to quality assurance and to improvement is systematic and enables all staff to understand what is working well and what can be improved further.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	120743
<b>DfE registration number</b>	925/6038
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10286390
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Arran Brindle James Brindle
<b>Headteacher</b>	Arran Brindle
<b>Annual fees (day pupils)</b>	£6,900
<b>Telephone number</b>	01507 7609 252
<b>Website</b>	<a href="http://www.greenwichhouseschool.com">www.greenwichhouseschool.com</a>
<b>Email address</b>	<a href="mailto:info@greenwichhouseschool.com">info@greenwichhouseschool.com</a>
<b>Date of previous inspection</b>	19 to 21 March 2019

## Information about this school

- Greenwich House School is an independent school, registered to provide full-time education for pupils aged three to 11 years. There are currently 33 pupils on roll. A small number of pupils have an EHC plan.
- The school currently has no children aged three on its roll.
- The school does not make use of any alternative provision.
- The school's most recent standard inspection took place from 19 to 21 March 2019 when the school received an overall judgement of good.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, computing and PSHE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at individual pupils' support plans and spoke with leaders responsible for the provision for pupils with SEND.
- Inspectors considered a wide variety of school documents, including the school's self-evaluation and the school development plan.
- Inspectors considered parental responses, including free-text comments, to Ofsted Parent View. Inspectors reviewed responses to Ofsted's surveys for school staff and pupils. Inspectors met with small groups of pupils to gather their views.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture of safeguarding that puts pupils' needs first.
- Inspectors considered relevant documentation and reviewed the school facilities to check the school's compliance with the standards.

## **Inspection team**

Vic Wilkinson, lead inspector

His Majesty's Inspector

George Huthart

Ofsted Inspector

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