

School inspection report

19 to 21 March 2024

Greenfields School

Priory Road
Forest Row
East Sussex
RH18 5JD

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Greenfields School is a day school for pupils from Nursery to the sixth form, with boarding available in the secondary school. The approach to education is founded on a set of educational principles which support pupils in learning how to learn.
2. Governors have not ensured that the standards are met consistently. New leaders have only recently taken up their roles. They already have an accurate awareness of the school's strengths and areas for development through direct observation and discussion with staff and pupils. Improvement actions in some of the areas identified in the report are already underway. In other areas, governors commissioned leaders to initiate full reviews during the inspection.
3. Leaders have a systematic approach towards strategic risk assessment. However, assessments of risk to individual pupils and from wider activities are not coherently documented.
4. The curriculum at all ages covers all the required areas of knowledge. In line with the school's aims. It incorporates flexibility to adapt to the needs of individual pupils.
5. The qualifications department provides support for pupils who find some subjects difficult. The department gives one-to-one guidance to pupils instead of their mainstream classes. However, subject teachers' planning of lessons does not adapt to the needs of pupils with special educational needs and/or disabilities (SEND).
6. Pupils in the primary school make good progress. The primary school formally assesses pupils on entry.
7. Teachers do not have a clear understanding of pupils' starting points when they join the secondary school. This is because there is no common testing for secondary school pupils. Hence, teachers and leaders cannot make reliable comparisons of achievement against national norms.
8. Some secondary school pupils do not make good progress in developing their understanding and acquiring new knowledge. However, pupils studying art and photography produce high standards of work.
9. There are few activities outside lessons available for pupils during the week, and very few for boarders at weekends.
10. Teachers have good subject knowledge and, for the most part, they use this effectively to engage pupils' interests in learning.
11. Leaders' high expectations of pupils' behaviour, mutual respect and tolerance for one another are woven through the curriculum. These expectations are well promoted by staff and typically reflected in pupils' behaviour. However, records of behavioural incidents are not centralised which makes overview by leaders difficult.
12. Boarders come from a wide range of national backgrounds. They are sensitive to each other's wellbeing. The support given, and interest shown in them by boarding leaders is valued. There is no formal procedure for boarders to report and receive a response to any concerns about boarding that they may raise.

13. Boarding accommodation meets the minimum standards, but overall, it is not sufficiently well maintained. Relevant staff have received no external training in the leadership of boarding.
14. There are appropriate and effective approaches to health and safety and risk from fire. However, records are stored in different places and so they are not easily checked or analysed to identify improvement actions quickly.
15. For the most part, arrangements to safeguard pupils, including children in the early years and boarders, are effective. However, statutory guidance has not been followed in every incident. There is no process by which staff can formally share low-level concerns about pupils.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- safeguarding records contain clear and comprehensive summaries of concerns, details of follow-up, notes of action taken, decisions reached and the outcome
- when external agencies are not contacted about potential safeguarding issues, full reasons for not doing so are recorded
- staff make contemporaneous notes of any disclosure made by a pupil and retain these in safeguarding file.
- safeguarding leaders formally assess, record and review all the risks to pupils involved in safeguarding incidents
- teachers enable secondary school pupils to make good progress according to their ability
- a programme of recreational activities is implemented for boarders on school days and at weekends.

Recommended next steps

Leaders should:

- introduce a uniform assessment of pupils' ability on entry to the secondary school so that their progress can be reliably measured.

- give further training to classroom teachers so they are able to adapt their planning effectively to meet the needs of all pupils, including pupils with SEND
- expand the range and choice of activities available to secondary school pupils outside lesson time to develop their emotional, intellectual, social, creative and physical skills.
- centralise records of behavioural incidents, so that leaders can more effectively analyse any trends and take action for improvement
- enable leaders to more easily check implementation and improvements needed by centralising records of health and safety, assessment of risk, and fire documentation
- improve the standards of maintenance in boarding accommodation.
- arrange for boarding leaders to undertake formal training to support them to fulfil their role
- formalise procedures through which boarders can both express, and receive feedback on, their views about boarding life
- introduce a system to coordinate staff's concerns about pupils so that leaders can more effectively identify any risk to pupils' wellbeing.

Section 1: Leadership and management, and governance

16. Governors have arrangements to oversee the work of school leaders, but these are not always effective. Standards are not met consistently. Some governors are experienced in particular spheres of education, and hence provide both direction and challenge to ensure that Standards are effectively implemented. They visit regularly, speak to staff and pupils, and observe school life. However, they have not always checked that advice has been followed, particularly in the handling of safeguarding incidents.
17. School leaders are experienced, but they have only recently been appointed to the school. In many areas, they demonstrate good skills and knowledge. Working closely with governors, they are building a good understanding of the strengths and weaknesses of the school. For example, they have created and started to implement a detailed improvement plan in the primary school.
18. Leaders in the early years successfully implement curriculum policies to ensure that children make progress in the required areas of learning and personal development.
19. The welfare of individual boarders is a priority for leaders. However, leaders have little experience or training in this area, which is reflected in the consistent implementation of the standards. During the inspection, governors initiated a review of this area of school life.
20. The aims of the school are founded on the educational philosophy of L Ron Hubbard, and particularly the strategies of study technology. Leaders provide training in the methodology for all staff. The aims are reflected in the approaches that pupils use in lessons, and their use of the language of study technology when discussing their work.
21. Leaders have not considered the educational wellbeing of secondary school pupils because teachers do not have a reliable knowledge of pupils' starting points and aptitudes. Hence in some lessons pupils do not make the progress of which they are capable.
22. The implementation of safeguarding and boarding policies is ineffective. Leaders have yet to introduce systems to support the coordination of records, for example in safeguarding, health and safety, fire, risk and behaviour. This increases the risk of trends, or low-level issues, not being identified at an early enough stage to rectify quickly.
23. Governors and leaders have a rigorous approach to managing strategic risks. The risk assessment policy is appropriate. The risk to individual pupils or, for example, the use of the play areas in the primary school, are considered. The school meets the requirements of the Equality Act 2010.
24. All required information is made available to parents of current and prospective pupils. The school's website provides a clear explanation about the philosophy of the school, and a full suite of accompanying policies and procedures.
25. Parents have access to the school's complaints policy should they need it. They regard leaders as approachable and accessible. However, boarders have no formal way of raising their own concerns.
26. New leaders are establishing good links with external safeguarding agencies.

The extent to which the school meets Standards relating to leadership and management, and governance

27. Standards are not met consistently with respect to the safeguarding of pupils and boarders, and the provision of recreational activities for boarders.
28. As a result, Standards relating to governance, leadership and management are not met.
- 29. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 2: Quality of education, training and recreation

30. Leaders provide a curriculum that covers linguistic, mathematical, scientific, technological, human and social, aesthetic and creative learning at appropriate ages. The underpinning philosophy of the school's approach to education is the principle of study technology. This focuses on the need to identify barriers to knowledge, learning gradients (the individual steps that pupils make in their understanding), and Word Clearing (understanding fully the vocabulary used in each subject). Specialists in the area teach all pupils the methodologies of study technology soon after joining the school.
31. Leaders have invested in modern textbooks in all subjects. These provide the framework of long- and short-term planning and the basis for schemes of work that enable teachers to keep the curriculum at the appropriate level for pupils' ages. However, this approach does not have regard to the different starting points of pupils. In this way, teachers do not plan for the different aptitudes of pupils.
32. Lessons are devised that use available resources effectively. Children in the early years, including the Nursery, are encouraged to choose apparatus or objects that reflect their own interest. Planned activities cleverly use the wooded slopes and a well thought out garden area adjacent to the setting. Planning in secondary school art, film studies and drama makes appropriate use of the rural site.
33. Teachers refer pupils who have difficulty with academic work to the qualifications department. Teachers have little awareness of strategies that they might use in the classroom to support these pupils. The qualifications department work with pupils on individual programmes.
34. The qualifications department refers pupils to specialist teachers of pupils with SEND, who give more concentrated support outside lessons. The arrangements for pupils who speak English as an additional language (EAL) are identical, with support given by qualified teachers in this area. Consequently, although pupils with SEND and pupils who speak EAL feel well supported by the arrangements, teachers do not take account of the needs of these pupils in their planning of lessons. As a result, pupils who have SEND and who speak EAL develop their skills more quickly outside rather than inside lessons.
35. Pupils are assessed against national standards on entry to the primary school and hence leaders can measure a pupil's progress and relate it to national expectations. A lack of uniformity in assessing pupils' starting points when they join the secondary school means that teachers have no reliable, or consistent standard against which to evaluate pupils' achievement. Consequently, in lessons pupils occasionally find work too easy, and are constrained from making the progress of which they are capable. Marking of work is largely by pupils themselves and supported by periodic testing by teachers. This process enables pupils to successfully increase their understanding.
36. Teachers have good subject knowledge. In the early years, staff skilfully use rich language. They explain the meanings of words carefully in line with leaders' expectations. Explanations are well structured. Care is taken to ensure that every child understands each step before moving on. This means that younger children and pupils in the primary school, are confident learners. They listen attentively, respond with relevant questions, and gradually develop secure numerical, literacy, and physical skills. For these pupils, their high levels of engagement in the creative curriculum have engendered good progress, for example in their knowledge and skills in music.

37. The school aims to teach pupils how to learn. This is reflected in secondary school lessons. Teachers have good subject knowledge. They emphasise the securing of pupils' learning strategies. Typically, in lessons, teachers retrace and clarify learning to make sure that pupils have all the stages mastered.
38. Teachers use a range of approaches to try and stimulate interest. This includes pair work, collaboration, singing in the round, working in groups in photography, or measuring a tree in science. As a result, almost all teachers manage behaviour well. However, when teachers do not plan for pupils' individual needs, some find the set tasks too easy and become disengaged. As a consequence, their progress stalls.
39. Teachers' planning in art is an exception to the above. Lessons focus on the needs of each individual pupil. Progress in written work, drawing and painting is rapid. Pupils produce sophisticated, independent work at GCSE and A level. Teachers create an enthusiasm for the subject, which is reflected in the high proportion of pupils who leave the school to study art, photography and other creative subjects.
40. Governors and leaders work closely to create a stimulating physical environment by providing up-to-date equipment and resources. Together with teachers, they create a positive learning atmosphere. They provide a structure and vocabulary in which pupils feel comfortable to discuss their barriers to learning and to share their emotional responses in, for example, English, art or drama. In this way, teaching does not discriminate against any pupil, or undermine the values of individual choice, liberty and tolerance.
41. The school provides some co-curricular activities for the very few pupils above compulsory school age. However, for boarders, there is almost no weekly activity and little arranged at weekends. This is reflected in documentation, comments by boarders in the surveys, and very strong views voiced by them in discussions.

The extent to which the school meets Standards relating to the quality of education, training and recreation

42. Standards are not met consistently with respect to the provision of recreational activities for boarders.
43. As a result, Standards relating to the quality of education, training and recreation are not met.
- 44. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 3: Pupils' physical and mental health and emotional wellbeing

45. The curriculum policy includes the necessary elements to support pupils' personal health, social and economic education (PHSE). Pupils are taught through the personal beliefs, values and attitudes (PBVA) course based on a non-religious moral code.
46. The code is set down in an easy-to-read pamphlet which is direct and clear in the stages that pupils should follow if they are to attain a strong self-belief. Through PVBA, their spiritual and moral knowledge and understanding grows. Pupils have confidence and are perceptive. They discuss ideas openly and listen to each other's views.
47. PBVA helps pupils to consider risks to their own wellbeing, for example, through modules on their digital lives and the dangers associated with drugs. The course content and delivery are appropriate for age, and further discussion of issues is encouraged in tutor and boarding time. Pupils are aware of the ingredients of a healthy lifestyle. They are critical of the lack of organised activity available to them. Boarders do not have enough recreational opportunities available to them.
48. Pupils become spiritually developed to a certain extent through PVBA and, particularly for younger pupils, in their delight of the natural surroundings. Primary school pupils enjoy the woodlands area. The curriculum offers some, but not extensive, opportunities for physical education (PE). In the primary school, this is through football, swimming, climbing, or playing on the pirate ship. In the senior school, PE is formally taught. Pupils take up opportunities enthusiastically to play football.
49. The curriculum encourages mutual respect. PBVA includes elements on "being faithful, truthful and worthy of trust." In the primary school, pupils look in detail at the major world religions. In the secondary school, lessons explore a wide range of cultural backgrounds, and hence enrich pupils' perspective on different views.
50. PVBA includes the key elements of relationships and sex education that enable pupils to develop an understanding appropriate to their age and maturity. Pupils value this. Male and female pupils are respectful to each other. Leaders make clear, and pupils adhere to, the physical boundaries in the boarding accommodation.
51. Pupils prize the house point system at the core of the sanctions and rewards policy. Pupils agree they are treated fairly. Standards of behaviour around the school and in boarding time are high. There is virtually no bullying, but if it does occur, pupils are very confident that it will be addressed. Training for staff to identify and address bullying and to provide support for both victim and perpetrator is appropriate. Records of behavioural incidents are kept, but currently in several places and in different formats. This makes it difficult for leaders to keep an effective oversight or to identify trends and follow-up actions.
52. Pupils are properly supervised at every stage of the school day and in boarding time. Boarding staff know where boarders are, or how to find their whereabouts.
53. Leaders ensure that health and safety issues are quickly identified through their regular presence in all areas of the site. Health and safety documentation, including that applicable to fire safety, is all

up to date, but not coordinated in one place, which makes routine checking of implementation difficult. Premises and accommodation are appropriate for the learning needs of pupils.

54. Boarders are accommodated in the main school building. Both male and female pupils feel safe. The standard of provision is suitable. Boarders have sufficient personal and storage space. Rooms have good ventilation and outlooks. There are separate toilet and washing facilities for male and female boarders, and medical rooms for those who are sick. Levels of maintenance meet the minimum standards but need improvement. For example, there is some broken furniture and door catches. During the inspection, the governors requested leaders to produce a detailed plan to address the issues.
55. Boarding leaders promote boarders' wellbeing and are aware of their individual needs. Boarders value the care and interest shown. Leaders encourage discussion, for example, about the quality of food and opportunities for recreation, but there is no formal procedure for boarders to express and to receive a response to their views about boarding.
56. Admission and attendance registers are rigorously maintained and information about the destination of leavers is recorded. The school inform the relevant local authority when pupils join or leave the school at non-standards times. Pupils in both the primary and secondary schools have access to trained first aiders throughout the day and in boarding time.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 57. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

58. The principles on which the school was founded firmly promote pupil's freedom of choice in the context of a democratic, respectful and tolerant school community. Pupils talk intelligently about majority and minority views in government.
59. In line with leaders' aims, pupils develop rational thinking, cultural understanding and character that prepares them for their next steps in education and their future lives. These skills are promoted through a consistently calm and discursive approach to issues arising. There are high levels of mutual respect across age, status, cultural background and gender. As a result, pupils are well prepared for life in British society.
60. Teachers seize opportunities to develop social and cultural awareness in lessons. For example, by drawing out discussions about refugees whilst reading the *Boy at the Back of the Class*, or by examining social hierarchies in South Korea through an analysis of *Parasite* in film studies, pupils explored prejudice against certain groups.
61. In the early years children interact without friction. They learn about sharing, selecting equipment and then offering it to others. They include others in their games or ideas and follow the majority view in any discussion about the way to solve a problem. These skills are developed because staff allow choice and resist the urge to intervene unless necessary.
62. Boarders integrate cohesively, assimilating new pupils into their groups quickly. They have a sensitive approach to others and are alert to individuality. They show an awareness of, and respect for, cultural differences. Boarders say that they frequently talk about each other's language, music, food, or country's politics, and in this way gain a broad world view from living together.
63. Boarders have strong opinions about boarding life. They express them with passion, and root them in evidence. They are keen to improve experiences as much for others as themselves. The lack of provision of recreational opportunities during the week and at weekends are examples.
64. Leaders give clear messages about their expectation of behaviour which are reflected in pupils' high levels of conduct.
65. Pupils are supportive of each other in school. Secondary pupils regularly lead drama clubs for primary pupils. Others perform music in the local community.
66. The curriculum effectively provides a grounding in finance and, to a lesser extent, economics. Secondary pupils budget income and expenditure for the school's annual drama production. PBVA includes modules on handling bank accounts, savings and mortgages. Boarders speak knowledgeably about the impact of surge pricing in local food shops.
67. Guidance on careers and choices on leaving school is woven into the curriculum from Year 7 as part of the PVBA course. The approaches of study technology ensure that by the time they reach the start of GCSE courses pupils have a clear and accurate awareness of their own strengths and weaknesses. Tutors and leaders work closely with pupils to prepare them for their next steps. A few pupils undertake some work experience, and former pupils visit the school to talk about their

professions. Pupils considering careers in creative arts are given extensive opportunities to explore a range of courses at university or art college.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

68. All the relevant Standards are met.

Safeguarding

69. Leaders have drawn up policies that meet statutory guidance. However, the implementation does not consistently promote the welfare of pupils.
70. For the most part, safeguarding leaders have responded to concerns effectively. The wellbeing of pupils is usually given the highest priority in decisions taken. In most cases, safeguarding leaders keep suitable records in line with statutory guidance when issues arise and liaise with relevant external agencies when appropriate. However, referrals by pupils are not always recorded contemporaneously. Further, consequent decisions made by safeguarding leaders and governors are not always recorded, nor is possible risk to pupils arising from decisions always assessed.
71. There is no mechanism for sharing observations about a pupil's behaviour that might contribute to a more detailed picture of a pupil's wellbeing. Pupils are comfortable talking to a number of adults. However, staff do not formally document and share the information they receive.
72. Governors have reviewed the safeguarding policy so that it is in line with the latest statutory guidance. This includes strengthening the protocols for monitoring and filtering of electronic devices in school. The contact details for the local authority designated officer (LADO) and other external agencies are given. Safeguarding leaders engage productively with these agencies.
73. Safeguarding induction and training for staff, including that for the designated safeguarding lead (DSL) and other members of the safeguarding team, are thorough, regular and include a knowledge of local procedures. Most training is led by the safeguarding governor, who is a professional in the area. Staff demonstrate a secure and confident understanding of the safeguarding policy. They are knowledgeable about how they ensure the safety and wellbeing of the pupils. Staff understand their responsibilities to pass on any serious concerns to safeguarding leaders.
74. Senior leaders in school and in boarding understand the vulnerability of boarders, particularly those with little fluency in English when they arrive. Staff address this by ensuring that they have frequent conversations with these pupils, during the school day and in boarding time. Boarders feel well supported.
75. Staff are aware of the expectations of their conduct. Leaders have ensured that staff are well briefed on how to pass on concerns about adults, and in turn staff have confidence to follow the protocols. They take appropriate action when necessary.
76. The school listens to the views of individual pupils. As a result, most pupils feel safe in their school because they trust key adults. Boarders cannot identify any formal way in which they can raise or receive responses to their concerns.
77. Leaders ensure that all appropriate safer recruitment checks are made on adults who work with pupils, and that these are accurately recorded in one place. The governor with responsibility in this area has appropriate skills, experience and training. The safeguarding governor reviews the effectiveness of safeguarding arrangements, including the required recruitment checks.
78. Leaders ensure that pupils are taught how to keep themselves safe, including when online. Suitable internet filtering and monitoring procedures are in place. Any alerts are immediately reviewed by members of the safeguarding team.

The extent to which the school meets Standards relating to safeguarding

79. Standards are not met consistently with respect to the safeguarding of pupils and boarders.

80. As a result, Standards relating to safeguarding are not met.

81. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
NMS 2.8	The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.

Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that teaching in the school –
3 (a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
NMS 18.2	All boarders are able to access a good range of activities outside teaching time, including sufficient and suitable timed free time each day.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	The standard in this paragraph is met if the proprietor ensures that –
8(a)	arrangements are made to safeguard and promote the welfare of boarders at the school; and
8(b)	such arrangements have regard to any guidance issued by the Secretary of State.
NMS 8.1	<p>The school should ensure that:</p> <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State.
EYFS 3.7	<p>If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.</p>

School details

School	Greenfields School
Department for Education number	845/6017
Registered charity number	287037
Address	Greenfields School Priory Road Forest Row East Sussex RH18 5JD
Phone number	01342 822189
Email address	admissions@greenfieldsschool.com
Website	www.greenfieldsschool.com
Proprietor	The Greenfields Educational Trust
Chair	Mr Peter Hodkin
Headteacher	Mr Andrew Hodgson
Age range	2 to 18
Number of pupils	176
Number of boarding pupils	30
Date of previous inspection	15 to 16 January 2020

Information about the school

82. Greenfields School is a co-educational independent day and boarding school. The school is a charitable trust administered by a board of trustees.
83. There is separate accommodation for male and female secondary school pupils in the main school building.
84. Early years pupils are taught in a separate building adjacent to the school's woodland area.
85. The school has identified seven pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
86. English is an additional language for 67 pupils.
87. The school's approaches to education are based on the principles of independent learning promoted by Mr L Ron Hubbard. It states its aims are to provide an education that prepares its students for life, where study seems desirable, and the world of knowledge is open to them; and to provide the knowledge, skills, rationality, cultural level and character that fits them for their life ahead.

Inspection details

Inspection dates

19 to 21 March 2024

88. A team of four inspectors visited the school for two and a half days.

89. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding accommodation accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

90. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net