



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Glebe House School and Nursery

January 2023

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School's Details

School	Glebe House School and Nursery			
DfE number	926/6004			
Early Years registration number	EY298976			
Registered charity number	1018815			
Address	Glebe House School and Nursery 2 Cromer Road Hunstanton Norfolk PE36 6HW			
Telephone number	01485 532809			
Email address	ghsoffice@glebehouseschool.co.uk			
Headteacher	Mr Louis Taylor			
Chair of governors	Mr Phil Haslam			
Proprietor	Glebe House School Trust Ltd			
Age range	0 to 13			
Number of pupils on roll	181			
	Day pupils	149	Boarders	32
	EYFS	61	Pre-prep	31
	Prep	89		
Inspection dates	18 to 19 January 2023			

1. Background Information

About the school

- 1.1 Glebe House School and Nursery is a co-educational independent day and boarding school located in Norfolk. Founded in 1874, the school is a charitable trust, overseen by a board of governors. The early Years Foundation Stage (EYFS) nursery is located in self-contained premises and is open for 50 weeks of the year. Boarders are accommodated in two single-sex houses on the school site. They board on a regular weekly or occasional basis.
- 1.2 Since the previous inspection, there is a new chair of governors who took up position in December 2022.

What the school seeks to do

- 1.3 The school undertakes to provide a safe and happy place for pupils to learn and seeks to ensure high standards of achievement for pupils of all abilities. It aims to prepare children for the next stage of their lives, and to ensure that, when pupils leave at thirteen, they are resilient, courteous and self-confident. The school seeks to nurture any talent and encourage achievement in academic work, sport, art, music and drama.

About the pupils

- 1.4 Pupils come from the surrounding area, reflecting the local population. Assessment data provided by the school indicate that the ability of the pupils is above average compared to those taking similar tests nationally. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and other difficulties, of whom 15 receive additional specialist help. Four pupils have an education, health and care (EHC) plan. No pupils speak English as an additional language (EAL). The curriculum is modified for pupils identified as being the most able in the school's population.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance in most areas; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 Suitable arrangements are in place for the prevention of fire within the educational areas of the school. However, fire drills have not taken place in boarding accommodation at least once per term as required. In particular, termly fire drills, have not taken place in the female pupils' boarding house and new pupils to boarding this academic year have yet to experience a fire drill during boarding time.
- 2.11 The standards relating to welfare, health and safety in paragraphs 6, 7, 9–11 and 13–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal**

punishment under section 548 of the Education Act 1996], and NMS 3, 5–9, 11, 12, 15, 16 and 20 are met, but those in paragraphs 8 [safeguarding of boarders] and 12 [fire], and NMS 10 [fire precautions and drills] are not met.

Action point 1

The school must ensure that fire drills take place at least termly in all boarding houses and, in particular, pupils with flexible boarding arrangements know what to do in an emergency [paragraphs 8(b) and 12; NMS 10.1–10.4].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, particularly with regard to fire drills in boarding houses, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. As a result, leadership and management of boarding does not ensure that the required policies and records are maintained and effectively monitored.

2.21 The standard relating to leadership and management of the school in paragraph 34 and NMS 2 are not met.

Action point

The school must ensure that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards, particularly those relating to fire drills, are consistently met and they actively promote the wellbeing of the pupils [paragraph 34(1)(a), (b) and (c); NMS 2.1–2.6 and 2.8].

3. The quality and standards of the Early Years Foundation Stage

Overall effectiveness: the quality and standards of the early years provision

- 3.1 The overall effectiveness of the early years provision is outstanding.
- 3.2 Leaders and managers have an excellent understanding of the EYFS framework. They have created a curriculum that meets the needs and developmental stages of the children in the setting, including those with SEND and additional needs.
- 3.3 Staff gather information about children's starting points and individual interests from parents when they enter the setting and regularly review children's progress. This ensures that all children make good and often excellent progress relative to their starting points and are extremely well prepared for the next stage of their education.
- 3.4 Due to the excellent levels of care that the setting provides, the personal and emotional development of the children is excellent. Children consistently demonstrate that they feel safe, secure and happy. Children form strong and positive relationships with their key people.
- 3.5 Safeguarding and welfare are fully met. Staff are aware of their responsibilities to protect children and keep them safe. Robust procedures are in place and are regularly and effectively monitored by leaders and managers. Leaders display a strong commitment to continuous improvement through detailed, cohesive self-evaluation and a clear vision for the future. This ensures that all children receive the best possible support and care.

Quality of education

- 3.6 The quality of education is outstanding.
- 3.7 The curriculum is well balanced and meets the needs and interests of the children, enabling them to have an excellent start to their education. Leaders and staff place much emphasis on equipping children with knowledge and skills they need for future success. This provides all children with a wealth of opportunities to choose from high-quality resources and experiences and so consolidate and deepen their knowledge and skills.
- 3.8 All staff have consistently high expectations of what each child can achieve. The youngest children enjoy exploring paint to make marks on paper with their hands. They are introduced to positional language when manoeuvring the cars in the outdoor area. Older children use their mathematical skills by running to the correct numbered cone during an outdoor activity.
- 3.9 Staff readily engage with children during routine activities and take every opportunity to develop communication and language skills. Children consistently hear and repeat words and phrases modelled to them and successfully increase their vocabulary. They respond to questions and make their requests clear.
- 3.10 Staff read and sing with the children, encouraging them to repeat words, answer simple questions and join in with songs and rhymes. Older children confidently request what songs and rhymes they would like to sing during snack time. They share with their peers what they are going to play with when they go outside.
- 3.11 Regular assessments of individuals and groups ensure that each child's progress is carefully monitored and their needs are met effectively.
- 3.12 Staff readily use praise and encouragement effectively, to enable children to gain the skills they need to learn. The stimulating curriculum provides them with a solid foundation for future learning. All groups of children are well prepared for the next stage in their education.

Behaviour and attitudes

- 3.13 Behaviour and attitudes are outstanding.
- 3.14 Children show much enjoyment of their learning and make excellent use of the available resources in the rooms to explore and make choices. Open ended resources typically encourage and foster exploration and investigation, enabling children to demonstrate confidence and independence. However, opportunities for exploration and investigation for the youngest children in the outdoor area are limited.
- 3.15 Children maintain their focus on activities for appropriate amounts of time. Children demonstrate clear ideas about what they want to play with and show high levels of independence and curiosity in their choices. For example, when exploring what size car could go down the garage ramp without getting stuck.
- 3.16 Children of all ages in the setting are keen to have a go for themselves and persevere until they manage to succeed. For example, an older child successfully picked up a pom pom using chopsticks and showed huge delight with this achievement.
- 3.17 Children demonstrate excellent behaviour and show respect for one another. They respond well to gentle reminders from staff about using 'kind hands', sharing and playing co-operatively. 'Golden Rules' and 'Five a Day' reminders are displayed in the classrooms to reinforce good behaviour. The setting maintains a highly effective partnership with parents which successfully promotes children's attendance. Suitable procedures are in place to investigate unexpected absences.

Personal development

- 3.18 The personal development of children is outstanding.
- 3.19 The excellent relationships that children have with adults around them are built on strong, secure attachments. There is an extremely effective key person system in place. Children form strong relationships with caring staff who support children's emotional security, so that children feel happy and safe. At sleep times children were successfully comforted by staff and gently rocked or stroked to sleep, supporting their emotional security well.
- 3.20 The curriculum promotes the development of children's character and provides opportunities for children to develop confidence, resilience and independence through opportunities for child-initiated activities, supported when necessary by sensitive and knowledgeable staff. However, there are some missed opportunities to enable children to develop their independence further. Older children do not always pour their own drinks. When dressing to go outside, the youngest children are limited to only finding their own boots as their coats are currently out of their reach.
- 3.21 Leaders and staff enable children to develop a confident approach to risk and challenge. Older children scramble and climb over uneven ground, slopes and ditches in the wider school grounds. The youngest children show confidence when negotiating walking over the balance bridge indoors.
- 3.22 The setting provides a healthy diet daily and staff ensure that food preferences and allergy needs are catered for appropriately. All children have regular access to outside areas that are well equipped to promote physical activity. The youngest children are taken for walks around the school grounds in their pushchairs.
- 3.23 Staff maintain effective hygiene, ensuring that the personal needs of the children at this age are met appropriately. Staff encourage children to understand the need for, and importance of handwashing before eating and support those unable to do it independently.
- 3.24 Leaders and staff give high priority to safeguarding and are aware of their responsibilities in this area. The settings fully meets the requirements for safeguarding, welfare and learning and development.

3.25 Staff prepare children for life in modern Britain highly effectively. They enable children to make decisions, such as choosing a book to read and determining which particular song to sing. Children learn to respect and care for one another, share and take turns. British values of fairness, tolerance and kindness towards each other are actively embraced through everyday routines. The celebration of cultural festivals is evident, enabling the children to develop an understanding of diversity.

Leadership and management

3.26 Leadership and management are outstanding.

3.27 The strong direction from the leadership team results in an enthusiastic and able team of staff who share an ambitious vision to provide high quality education and exemplary levels of care. Leaders consistently monitor the standards of care and regularly scrutinise the curriculum to ensure that high standards are maintained. This ensures that all children have excellent learning opportunities, are extremely happy and well cared for.

3.28 Staff are well qualified and are extremely well supported by leaders and managers. They benefit from regular high-quality one-to-one meetings to discuss their professional development. Staff wellbeing is of the utmost importance to leaders and managers. Professional development is strong with training provided for all compulsory requirements. In addition, leaders identify other training needs through evaluation and individual meetings. This results in a positive impact on the care and outcomes for the children.

3.29 Leaders, managers and staff have high expectations of what all children can achieve. They know the children very well and respond quickly to the needs of all, including those with SEND. The setting has ready access to specialist support from outside agencies and links with the local authority are strong. Liaison with a wide range of help groups within the local community ensure that families and staff who require it are well supported.

3.30 Leaders maintain strong links with parents and ensure that there is effective communication with them. In interviews with inspectors, parents reported that they are overwhelmingly appreciative of the care their children receive and of the significant progress their children have made.

3.31 Governors know and understand the needs of the setting. They offer support and guidance and monitor the setting effectively.

3.32 Leaders and managers ensure that safeguarding and health and safety have the highest priority, so that all children are kept safe. They are fully aware of all statutory regulations and ensure that these are met.

Compliance with statutory requirements

3.33 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Enhance opportunities for exploration and investigation for the youngest children in the outdoor area.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Justin Spanswick	Reporting inspector
Mr Craig Dean	Compliance team inspector (Former deputy head, ISA school)
Mr Andrew Selkirk	Team inspector for boarding (Former housemaster, ISA school)
Mrs Val Holloway	Co-ordinating inspector for early years (Former head of nursery, ISA school)