



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Greenfield School**

**May 2023**

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## School's Details

<b>School</b>	Greenfield School		
<b>DfE number</b>	936/6401		
<b>Early Years registration number</b>	2619455		
<b>Registered charity number</b>	295145		
<b>Address</b>	Greenfield School Old Woking Road Woking Surrey GU22 8HY		
<b>Telephone number</b>	01483 772525		
<b>Email address</b>	Schooloffice@greenfield.surrey.sch.uk		
<b>Headteacher</b>	Mrs Tania Botting		
<b>Chair of governors</b>	Mrs Janet Day		
<b>Proprietor</b>	Greenfield School Limited		
<b>Age range</b>	6 months to 11 years		
<b>Number of pupils on roll</b>	354		
	<b>EYFS</b>	110	<b>Pre-Prep</b> 82
	<b>Prep</b>	162	
<b>Inspection dates</b>	16 May to 18 May 2023		

## 1. Background Information

### About the school

- 1.1 Greenfield School is a co-educational day school, founded in 1935 which moved to its present rural setting in 2019. In January 2021, the Early Years registered setting Greenfield Little School opened for children from the age of six months. Children below two years of age in this part of the school, did not form part of this inspection because they had been inspected by Ofsted in January 2023. Greenfield school is a charitable foundation overseen by a board of governors. In recent years, the school has undertaken building projects to support the performance, recitals and sports facilities for its pupils.

### What the school seeks to do

- 1.2 The school's aims in partnership with families, are to inspire and motivate children, enabling them to achieve their academic potential and develop their wider skills. It seeks to foster a culture of inclusion, while pursuing excellence in all areas of school life, so that pupils become kind and empathetic with a strong sense of their place in the world.

### About the pupils

- 1.3 The majority of pupils come from professional and business families living within 10 miles of the school. Data from tests indicate that the ability profile of the school is above average compared to those taking the same tests nationally. The school has identified 50 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, all of whom receive additional support. There are three pupils in the school with an education, health and care (EHC) plan. English is an additional language for 31 pupils, two of whom receive additional in-class support. Data used by the school have identified 109 pupils as being the most able in the school's population in academic work, or with talent in sport, music and drama, and the teaching and curriculum opportunities enable and enhance their strengths and abilities.

## 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. 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** 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 in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **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.
- 2.4 Pupils receive relationships education. 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.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; 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 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 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.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 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.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 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.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

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

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils show high levels of achievement in relation to their abilities and make excellent progress across all ages.
- Pupils display outstanding communication skills both orally and in their written work and exhibit excellent listening skills.
- Pupils work extremely well together because of the many opportunities for collaborative challenges across the curriculum.
- Pupils study skills are excellent; they demonstrate a consistently inquisitive approach as they progress through the school.

3.2 The quality of the pupils' personal development is excellent.

- Pupils develop a wide range of personal values and skills through the schools' consistent use of strong pastoral guidelines.
- Pupils have excellent social skills and show high levels of self-awareness and a strong sense of belonging.
- The excellent behaviour of all pupils and their full engagement in school life allows them to learn in an environment of shared endeavour.
- Pupils demonstrate outstanding appreciation of diversity, including that represented within the school.

#### Recommendation

3.3 The school is advised to make the following improvements.

- To enrich the experience and outcomes of the pupils by offering more opportunities for learning using holistic cross-curricular projects.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Excellent and effective tracking and intervention is embedded into the school year and standardised data provided by the school indicate that pupils' attainment in English and mathematics is above age-related expectations compared to other pupils nationally who take the same tests. Building on the excellent foundations in the Early Years Foundation Stage (EYFS), pupils of all abilities make strong progress in their learning, through to Year 6. This can be attributed in large part to school leaders'



regular monitoring of attainment and identifying next steps in learning. Pupils with SEND make excellent progress from their starting points. The quality and frequency of intervention to support these pupils is outstanding. The early and continued involvement with parents helps sustain pupils' confidence and progress. The governors commitment ensure that the SEND provision is well staffed and successfully achieves the school's aim of ensuring that all pupils achieve their academic potential. Almost all parents who responded to the pre-inspection questionnaires agreed that teaching enables their child to make progress and that their individual needs were met.

- 3.6 Pupils of all ages and abilities demonstrate excellent communication skills. Pupils are confident and articulate speakers, displaying great enthusiasm for participation in class discussion. From a young age, they speak with fluency and clarity and they listen attentively to their teachers and peers. In discussions, pupils expressed views and opinions with maturity. They enthused about their opportunities for debating, for example about the fairness of punishments around the world. Pupils write with increasing fluency and complexity. For example, in a Year 1 English lesson, pupils retold traditional tales with accuracy and sophisticated use of language, using descriptive and timing words to give pace and colour. In a Year 6 English lesson, using a Russian Doll analogy to describe their inner selves, pupils displayed an advanced understanding of emotive language. Pupils' prior learning is effectively weaved into lessons. For example their advanced reading skills are fostered by activities such as 'The Big Read', in which texts chosen by teachers extend pupils' comprehension and opportunities to share feedback with each other.
- 3.7 Pupils are highly numerate and demonstrate their skills across a range of subjects. EYFS children make excellent progress, taking every opportunity to reinforce their mathematical language. For example, children in Reception used a variety of strategies when discussing their calculations to add up to and beyond 10. In Year 2, pupils understand that multiplication is the inverse of division, using it to check their calculations and they use their knowledge to convert number stories to number sentences, accurately calculating results. In Year 5, pupils have a strong understanding of using ratio to find patterns and support their data analysis skills. Throughout the school, pupils are motivated and engaged in lessons, discussing ideas openly, collaborating and supporting each other. Pupils are not afraid of making mistakes and embrace them as learning opportunities. Pupils apply their mathematical skills effectively to other curriculum areas and older pupils spoke knowledgably about using measurements to construct a suspension bridge in design and technology (DT) and in science to find average distances travelled in their investigation of aerodynamic shapes.
- 3.8 Pupils display excellent levels of initiative and independence as well as a clear willingness to work collaboratively. This is very much reinforced by the school values to inspire and motivate children; to discover and develop passion and to identify and foster talent. Across all year groups pupils display a positive attitude towards their learning. In Year 1, pupils couldn't hide their enthusiasm as they shared all that they had learned about different creatures in their rockpools, and Year 5 pupils enthusiastically tried to sell 'granny' using a variety of persuasive writing techniques. In Year 6, pupils worked together in a mature manner to answer a series of true or false statements on changes in puberty. Pupils have a strong work ethic. They show excellent initiative in their learning as well as a strong sense of togetherness with awareness that success comes through collaboration and supporting one another. The school's implicit culture and sense of family, strongly promoted by the leadership team, underpins the pupils' desire to do their best.
- 3.9 From an early age, pupils demonstrate strong analytical skills across different subjects as well as the ability to use information they have learned to draw reasoned conclusions which they can confidently explain. In Year 1 topic work, pupils used a range of information resources, including the internet, information cards and books to draw on information to aid their designs. Year 3 pupils drew conclusions about the Sutton Hoo burial site, researching facts and hypothesising about the person who was buried there. Pupils of all ages behave well; they are clearly motivated to learn and are positive because they feel that school recognises their desire to succeed. Older pupils expressed the view that their understanding was enhanced by researching and investigating beyond subject

boundaries, and the school's leadership is already considering ways of providing more such opportunities.

- 3.10 The use of ICT is an integral and embedded element of the teaching within all subjects and age groups. In the EYFS, children develop their creativity by using interactive boards to draw designs. Year 2 pupils use portable devices skilfully, for example using coding to adapt a series of instructions. Pupils make decisions about when and where to use appropriate programmes and software, using digital technology effectively to research facts, and in pupil discussions they say the school teaches them how to stay safe when online. Pupils also identify the advantages ICT offers in art where they can create work they might otherwise have found more difficult. In Year 6 science, pupils used the internet to research and identify different unhealthy levels of sugar in a variety of drinks. In discussions, pupils said they recognise how using the software has helped to develop their multiplication skills and understanding. The development of pupils' competency is supported by leaders' and governors' commitment to high-quality digital resources.
- 3.11 Pupils demonstrate excellent levels of knowledge and skills. Pupils are responsive to teaching and show excellent recall of prior teaching, as well as confidently applying knowledge across the curriculum. For example, Nursery children were able to recall previous learning of numbers and confidently used the interactive white board (IWB) to classify numbers to 10. Year 4 science pupils created increasingly difficult questions around characteristics of animal groups. In Year 6 French, pupils successfully constructed sentences to describe things they like or dislike, extending to using more complex vocabulary such as '*passionne*' and '*interesse*'. In Year 2 written work, pupils of all abilities successfully created expanded noun phrases using adventurous adjectives. From the EYFS, pupils' creative and aesthetic abilities are highly developed. All pupils perform in drama productions, and for their age excellent creative work is on display around the school. In a Reception dance lesson, children moved rhythmically to interpret movements of soldiers and unicorns and in Year 4 music, pupils made excellent progress as they composed melodies using crotchets, quavers and minims.
- 3.12 A particular strength of the school is its pupils' exuberance and naturally appreciative approach to both curricular and co-curricular activities. Excellent opportunities abound at the school for pupils having a whole range of diverse talents to succeed, both individually and collaboratively, in academic, sporting and cultural activities. Almost all are successful in gaining places at senior schools with demanding entry requirements, and a number receive academic and other scholarship awards. Pupils participate with great success in local, regional and national sports, literary competitions and musical theatre stage productions. The majority of pupils play musical instruments, act or dance. A high proportion of those taking external music, drama and dance examinations achieve distinctions, and several gain places in competitive music, drama or ballet groups.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display excellent social awareness and compassion; they support and encourage each other and celebrate everyone's success. Across all ages, there is a strong sense of togetherness and awareness that success comes through collaboration. Children in the EYFS, when working outdoors in the woodlands, worked collaboratively to produce their natural minibests and then shared their design process and outcome. Year 6 pupils take part in a sports leadership programme where they successfully collaborate to devise and run a series of activities for the younger pupils. They naturally default towards a collaborative approach in lessons, knowing that the outcome and experience for all will be improved. In the questionnaire, almost all parents agreed that the school equips their child with the team-working and collaborative skills they need. Pupils understand the importance of maintaining positive relationships with one another. They enjoy friendly, open-hearted relationships and are always keen to demonstrate that they wish to do their best and relish opportunities to work across the age range which is approached with great enjoyment.

- 3.15 Pupils develop an excellent understanding for their age of the distinctions between differing faiths and cultures, and enjoy the material articulation through celebrations of festivals. Most pupils show kindness and respect for each other and value the diversity of culture in the school and the opportunities it provides. In discussion some pupils were dismissive of any debate about 'inclusion', arguing that it is for them not something that they need to learn or be taught by other generations. They stated emphatically that 'everybody is unique'. In this way pupil attitudes enable the school to fully meet its aim of celebrating diversity and encouraging pupils to become kind, empathetic children with a strong sense of their place in the world.
- 3.16 Pupils have an excellent understanding of both the importance of staying safe and healthy, but also confidently talk about the importance of staying safe on the internet. EYFS children accurately identified what to do if they found something on the internet that felt wrong. Pupils have a firm understanding of what constitutes healthy eating and they are encouraged to make healthy choices at lunchtime. Pupils in Year 6 are aware of the importance of keeping fit and strong and following a warmup exercise in the gym, they identified the muscles that had worked hard and why it was important to strengthen them. EYFS children confidently list ideas that will help them to keep safe; "*Looking when I cross the road*" and "*Being careful when I use scissors*". In discussions, older pupils displayed a clear understanding of when to seek help from a trusted adult and in the questionnaire, most parents agreed that the school encourages their child to adopt a healthy lifestyle including seeking support from trained staff to support their wellbeing. The positive parental responses reflect the focus brought to this area by the school's governance and leadership.
- 3.17 Supported by the school's strong core values, pupils develop a sense of spiritual understanding and proactively demonstrate that they are kind and supportive of others. In a whole-school assembly pupils demonstrated a strong sense of spirituality as they found a quiet space and thought about someone they wanted to show more love to. Almost all pupils demonstrate excellent empathy and respectful concern for each other and the wider world. Pupils appreciate the acceptance from others of who they are, meaning that they feel comfortable being themselves at school. Pupils seize and enjoy the opportunities they have of supporting and helping each other as is seen when the older pupils read with the younger pupils or support them in the playground.
- 3.18 Pupils have developed a strong sense of self understanding with many of them demonstrating a grounded self-confidence in all they do at school. Almost all parents who responded to the questionnaire agreed that the school helps their children to be confident and independent. Many pupils display a strong awareness of the need for self-discipline in their approach to work and speak positively about how "You have to believe in yourself and use motivation and resilience". Pupils show kind consideration within the school and support the ethos and values of the school. Without a hint of self-importance, pupils develop confidence in their own abilities and appreciate that whilst their teachers will support and challenge them as they develop and grow, so too will their peers for whom they have a healthy respect, no matter what their background or age. Pupils encourage each other and the school's culture and environment enable them to develop a strong sense of empathy.
- 3.19 From a young age pupils have a mature understanding that the decisions they make are important determinants of their own success and wellbeing. The children are given many opportunities to make their own decisions from the book they chose to read, to the learning resources they can use to solve tasks. This continues further up the school with the use of the Chilli Pepper Challenge, giving pupils a choice of three different levels of difficulty from which to select. Older pupils identified that the decisions and choices they make now could have a huge impact on their futures, for example on the secondary school selection and the effect on their future outcomes. Pupils express a clear desire for future success. Pupils are confident and capable when discussing and expressing their understanding of relationships and their own and others' wellbeing, for example male pupils discussing female puberty in a Year 4 Personal, Social, Health and Citizenship Education (PSHE) lesson.
- 3.20 Pupils have a strong sense of right and wrong developed from a young age, and they are able to make their own choices. This is reinforced by approaches such as the kindness bucket. Expectations for

behaviour, as set by all teaching and support staff, are high and pupils are very keen to maintain these standards of behaviour throughout the school. In discussions, pupils admitted that people “forget and it is what you do about it that counts”. Consistent reference to the school’s behavioural mantra, the ‘Greenfield Way’ helps guide pupils on the right path. Pupils understand and respect the rules and ethos of the school and their interactions are based upon a dignified sense of respect for each and every member of their school community and the wider society.

- 3.21 There is a very strong sense of community within the school and pupils appreciate the importance of being kind to each other and understand that kindness makes the school a better place. They look out for each other, providing support and encouragement in abundance and older pupils provide excellent role models for the younger children. A group of Year 3 girls volunteer to sweep up the dining room after service because, in their words, “It’s important to help others”. Year 6 pupils join the younger pupils to be helpers at lunch break; they take this responsibility very seriously and enjoy helping, once again demonstrating a strong understanding of what makes a successful community. Pupils are proud of their achievements and money raised for their charities during the Dragons Den project, which they regard as one of the highlights of their school year.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited 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

Mrs Julie Lowe	Reporting inspector
Mrs Caroline Petryszak	Compliance team inspector (Former headmistress, GSA school)
Mr Chris Calvey	Team inspector (Headmaster, IAPS school)