



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Bedford Greenacre Independent School

January 2022

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendations		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
4. Inspection Evidence		13

School's Details

School	Bedford Greenacre Independent School			
DfE number	822/6004			
Early Years registration number	2597789			
Registered charity number	1194080			
Address	Bedford Greenacre Independent School 58-60 Shakespeare Road Bedford Bedfordshire MK40 2DL			
Telephone number	01234 352031			
Email address	hello@bedfordgreenacre.co.uk			
Headteacher	Mr Ian Daniel			
Chair of governors	Mr Graham Bates OBE			
Age range	3 months to 18			
Number of pupils on roll	657			
	EYFS	118	Juniors	172
	Seniors	327	Sixth Form	40
Inspection dates	25 to 28 January 2022			

1. Background Information

About the school

- 1.1 Bedford Greenacre Independent School is a co-educational day school formed in May 2021 from the merger of Rushmoor and St Andrew's Schools. It is temporarily split between two sites whilst awaiting its move, in the academic year 2023–2024, to a new purpose-built school a short distance away, where it will be fully co-educational. The school is a registered charity and the governing body has been overseeing both schools since 2013, when an alliance was formed. This inspection did not include the registered setting of the Early Years Foundation Stage (EYFS).
- 1.2 Since the previous inspection the school has opened a sixth form at the Shakespeare Road site, refurbishing a newly acquired building to provide classrooms, study rooms and a common room. Further developments include new changing room facilities and a refurbishment of the sports pavilion on the games field.
- 1.3 During the period March to July 2020, the whole school remained open only for children of key workers and vulnerable children. The school opened for junior pupils, including the Nursery in June, following government guidance, and for pupils from Year 10 to 13 for the last three weeks of the summer term. During this period of closure, the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school seeks to create a sense of caring, belonging and pride and to encourage all its pupils to reach their potential, both academically and personally, so that they can move into adulthood with confidence.

About the pupils

- 1.10 Pupils come from predominantly professional families in Bedford and its surroundings. The school's own assessment indicates that the ability of pupils is broadly average with a wide ability range. The school has identified 200 pupils as having special educational needs and/or disabilities (SEND), mostly dyslexia and dyspraxia, 92 of whom receive additional support. There are 12 pupils who have an education, health and care (EHC) plan. English is an additional language (EAL) for 40 pupils, none of whom receive additional support. More able pupils are provided with extension activities within the classroom and beyond.

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 statutory framework. 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. In addition, the standards relating to curriculum including sex and relationships education; spiritual moral social and cultural development and behaviour are also included. 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 In the junior school, 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 At GCSE in the years 2019 to 2021 performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 Pupils take A-level examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part paragraph 3(a).
- 2.5 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.
- 2.6 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 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

- 2.12 The school makes appropriate checks to ensure the suitability of staff and proprietors, and a register is kept as required.

2.13 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

2.14 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.

2.15 The standards relating to the premises and accommodation [paragraphs 22–31] 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.

2.17 The standard relating to the provision of information [paragraph 32] is 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.

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

PART 8 – Quality of leadership in and management of schools

2.20 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 well-being of the pupils.

2.21 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 of all ages have excellent attitudes to their learning.
- Pupils, including those with SEND, make rapid progress from their starting points.
- Pupils of all ages are highly articulate and enthusiastic communicators.
- Pupils make the most of all opportunities given to them to extend their learning and pursue their interests beyond the classroom.

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

- Pupils develop strong self-awareness and self-confidence as they move through the school and display considerable resilience.
- Pupils value the school community very highly and appreciate its cohesive strength.
- Pupils highly appreciate and celebrate the strength of the diversity of the pupil and staff body.
- Pupils have a highly developed moral awareness, taking the lead from excellent staff role models in all sections of the school.

Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Enabling pupils in the junior and senior schools to take more responsibility for leading their own learning during lessons.
- Increasing opportunities for more senior pupils to prepare effectively for the challenges and opportunities they will face in the society of today.

The quality of the pupils' academic and other achievements

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

3.5 Pupils of all ages display outstanding attitudes to their learning across the curriculum. They are highly focused in lessons and exhibit considerable tenacity in moving their understanding forward as they work towards their long-term goals. They are diligent and often excited in their pursuit of new interests, such as the role of women in World War One or learning a new modern foreign language independently. Pupils say that they persevere effectively because teaching encourages them, removes their fear of failure, and raises their expectations. In their pre-inspection questionnaires almost all the

parents agreed that teaching, including any online provision, helps their child to make progress. The pupils' excellent attitudes to learning represent the successful fulfilment of the school's aim to unleash pupils' individual potential.

- 3.6 Pupils join the school with a wide range of abilities and approximately a third of them have specific learning needs including dyslexia, dyspraxia and autistic spectrum disorder. In the EYFS children progress rapidly from their starting points and most meet or exceed expected levels of development in their early learning goals. In 2021, levels of development in writing were negatively impacted by periods of remote learning during the pandemic. Senior leaders have therefore put in place an extensive programme to support pupils' writing in the lower junior school which is already having a positive impact on their writing skills. The junior school uses its own framework for assessment which shows that most pupils meet or exceed their ability-related expectations by the end of Year 5 when they move on to the senior school. Considering this data and that of evidence in lessons and in pupils' work, inspectors consider progress in the junior school to be rapid, including for those with SEND and the most able.
- 3.7 In the senior school in 2018–19, examination results at GCSE were above the national average for maintained schools. Centre-assessed and teacher-assessed grades in 2020 and 2021 showed improvement on previous years. The small number of examinations taken by A-level pupils prevents reliable comparison with national averages, but an analysis of results and school tracking data shows many sixth formers outperform their expectations in terms of predicted grades. In 2021 the percentage of grades A*–B awarded showed a marked improvement on previous years. Of the pupils who took Cambridge Technical examinations in 2021, two-thirds achieved distinctions or starred distinctions, indicating an excellent level of attainment. Pupils with SEND make rapid progress from their starting points and achieve above their expected levels of attainment, benefiting from dedicated individual support including from skilled learning support assistants.
- 3.8 Pupils demonstrate high levels of knowledge, skills and understanding in relation to their ability and they apply them effectively across the curriculum. The youngest children in the EYFS described the features of natural creatures in detail during a session outside and older junior school pupils showed excellent knowledge of parts of a tulip flower, extending their vocabulary whilst developing their skills of dissection. Pupils of all ages concur that individualised support is instrumental in their progress. They appreciate the written and verbal feedback they are given, the judicious setting of targets to aid improvement and the way in which enthusiastic teachers can spark their interest. By the time they reach the sixth form pupils exhibit high levels of knowledge and understanding, for instance, whilst discussing political history during the Callaghan years. Pupils extend their knowledge and understanding within the classroom with well-targeted work, such as challenging maths problems for the more able and open-ended creative responses to a single word in art. Exciting and individual creative work in both art and design technology is on display around the school.
- 3.9 Pupils of all ages are adept and enthusiastic communicators. They are comfortable expressing their views, speaking in public, debating with each other, and talking to adults. They enthusiastically engage them in conversation to discuss their views about a wide range of subjects, such as their forthcoming football match or their ideas for an eco-building on the school's new site. Despite being naturally exuberant, they are excellent listeners and they exhibit this from an early age, always encouraging each other by paying attention to everyone's contribution. Pupils are enthusiastic readers who talk readily about books they enjoy. Older junior pupils and those in the senior school can write at length in different styles, balancing points of view, developing characters in a mystery story and creating moving and effective poetry on the theme of empowerment.
- 3.10 At all ages pupils' numeracy and information and communication technology (ICT) skills are well developed and applied successfully across other subjects. In the EYFS, children used number cards and playdough balls to work out calculations with numbers up to 10 and beyond. Year 9 pupils confidently discussed profit, loss and budgeting whilst working on a business plan for a theme park and were able to create their own detailed ingredient measurements in recipes for tasty meals. Senior school pupils

are adept at transferring their mathematical skills to subjects such as geography and the sciences. They have developed competent ICT skills to support their learning, word process their work with ease and use computer programmes for storing and analysing data. Their skills of video conferencing improved during periods of remote learning and in ICT lessons they demonstrated advanced programming skills whilst working on a programme to advise on responses to extreme weather.

- 3.11 Pupils develop excellent study habits as they progress through the school and they take responsibility for their own learning, seeking appropriate support when necessary. They willingly assess each other's work and sixth formers aid the progress of younger pupils in a variety of subjects by giving their time to act as teaching assistants. Older pupils carry out their own research to a high level such as in the Extended Project Qualification or in the Cambridge Technology courses in business studies and information technology. In paired work in lessons, as well as in groups, they extend their own knowledge and develop their views by discussing and debating with others. Pupils studying for GCSE worked out their own solutions to tackle coastal erosion and younger senior pupils developed their understanding of bullying by carrying out devised role plays during drama. In the EYFS, children constantly drive their own learning by pursuing the things which interest and excite them and which are turned into learning opportunities by skilled staff. In the junior and senior schools the most successful lessons allowed pupils to investigate a question creatively but some offered fewer opportunities for pupils to lead their own learning.
- 3.12 Pupils achieve success in many individual and group activities. Whilst opportunities for competitive sport were limited during the pandemic, pupils are enthusiastic participators in a wide variety of sports and across a broad range of other activities and competitions including drama, art, design technology, and literature, where they have achieved success. The school's sky-diving team represents Great Britain in international competitions. Pupils also broaden their experiences in school clubs and activities such as construction bricks, mini rugby, debating, STEM club and table football which are changed termly throughout the school year. During periods of remote learning, they took part in a wide variety of virtual events to keep them engaged with the whole school community, such as a lockdown snowy photo competition and virtual pancake making from their kitchens at home.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of self-knowledge and resilience as they move through the school. They describe the sensitive academic and pastoral support they receive from highly supportive staff as instrumental in enabling them to develop greater self-awareness and confidence and they build strong and supportive relationships with each other, collaborating productively in lessons and in extra-curricular activities. In many cases senior pupils and older pupils in the junior school take a leading role in supporting younger ones, having been trained as anti-bullying and well-being ambassadors. They carry out these important roles with dedication to help strengthen a community which is visibly strong and cohesive, despite currently occupying two separate sites. This is because senior leaders work tirelessly to build a sense of shared purpose. Pupils assert that it is a school for everyone where all are accepted and encouraged to do their best. Inspection evidence supports that view.
- 3.15 Pupils across the school are adept at making decisions and they are encouraged to do so from an early age. Children in the EYFS self-select activities they want to take part in. They independently make decisions about how to pursue these activities, persevering with their own creative ideas, having conversations about them, and developing their self-confidence as they do so. Senior school pupils discuss scenarios where choices about behaviour need to be made. These discussions raise awareness of the significance of their decision-making and help them to recognise that they are role models for younger pupils. They think carefully about their futures and Year 11 and sixth-form leavers are encouraged to make responsible decisions and given the necessary support to explore different and appropriate alternatives. Pupils in both junior and senior schools make positive decisions to support

the school community such as standing for election to the school council to take an active part in effecting change.

- 3.16 Pupils strongly appreciate the non-material aspects of life and express this in creative subjects such as drama, art, music and photography. Junior pupils, in their PSHE lesson, enthusiastically suggested twenty acts of peace they could carry out in the following week, including smiling at twenty people and enjoying a quiet moment with a friend. In English, pupils thoughtfully explored how joy could be expressed in their written work and senior pupils created different highly effective pieces of artwork inspired by the word 'spirit'. Pupils develop a well-informed understanding of many different faiths and the tenets that are common to them all. They then translate this understanding into action, working out 'class creeds', contributing food to local food banks and raising money for charities working to improve the life chances of children. They have a strong appreciation of the natural world and the need to create more eco-friendly environments and are positively involved in helping to create such environments at their new school site.
- 3.17 In this busy school environment pupils display a strong understanding of the importance of behaving well. This is because the leadership takes every opportunity to stress the importance of mutual respect as one of the school's core values. Staff take time to explain to pupils when things go wrong and pupils understand the need to reflect on any poor behaviour. Almost all pupils, in their questionnaires, agreed that the school expects them to behave well. They say that they explore issues of moral behaviour, protected characteristics and respect during personal, social and health education (PSHE) and relationships and sex education (RSE) lessons, which has helped their understanding and increased their empathy. Senior female pupils speak highly of a programme the school is using which helps them to better understand their behaviour as they grow up. Pupils demonstrated excellent behaviour when putting away equipment quickly and co-operatively in practical lessons and when changing activities in physical education and games lessons. The youngest children in the EYFS take turns readily and enthusiastically. Discussions among pupils in both junior and senior schools following an assembly on the holocaust showed their strong ability to explore issues of morality in a mature and thoughtful way.
- 3.18 Pupils not only tolerate but highly value the diversity of the school community. They appreciate everyone's common humanity and express clear opinions that everyone must be treated the same and have their worth recognised. Female pupils now have the opportunity to be selected for the school's football teams and male pupils are very positive about the move, recognising that it is skill which matters. Pupils are now enjoying studying a wider range of black and other ethnic minority artists and writers. In the senior school pupils value the time given to discuss current issues, such as those relating to racial injustice, where they can argue cogently and challenge stereotypes and generalisations. They appreciate the programmes of PSHE and RSE which are enabling them to explore issues prevalent in society today. Some sixth-form pupils expressed the view that they do not get much opportunity to explore the challenges they will face as young adults in society. Inspectors agreed that in the sixth form time spent exploring life skills and issues within society is sometimes somewhat limited.
- 3.19 Pupils' social development is excellent. They value many opportunities to take on leadership roles, whether as school council members, bullying and well-being ambassadors or house, form and sports captains. The scheme where sixth-form pupils help out in classes across the school is highly valued by both the sixth-form participants and the younger pupils they support. Relationships across age groups in this community are very strong. Pupils say that the school council has achieved many successes such as changing the school uniform, the choice of food at lunches and creating more environmentally friendly practices. Although links with the local community have been difficult during the pandemic, pupils have taken the initiative in continuing to raise money for a wide variety of causes. They speak positively of the school's link with a school in rural Nepal, understanding the difficulties it faced during the pandemic and recognising its efforts to keep communicating with its pupils via radio in a situation so far removed from their own. Pupils' teamworking skills are also well developed whilst taking part

in the Duke of Edinburgh's award scheme, the Combined Cadet force or during collaborative drama projects such as the school musical.

- 3.20 Pupils say that they learn how to stay physically and mentally healthy in many ways. They exercise regularly, learn about the importance of good diet in their food and nutrition lessons and talk readily to each other and to staff if they have problems. Pupils value opportunities to discuss issues and challenges which affect them during their PSHE and RSE lessons and their form times. The school has pupil well-being ambassadors, encourages the practice of mindfulness and has set up social groups to support vulnerable pupils. During interviews and in their questionnaire responses pupils say that they feel safe at school. The pupils show a very high level of understanding of the difficulties that they and their peers faced during lockdown and are very appreciative of the support they received from the school throughout this period. They say that they are well educated about online safety and understand the challenges of operating in a digital environment.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with the chair of governors/a group of governors and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Kate McCarey	Reporting inspector
Mrs Julie Lowe	Accompanying Inspector
Mr Nick Baker	Compliance team inspector (Headteacher, IAPS school)
Mr Richard Evans	Team inspector (Former headmaster, IAPS school)
Mr Nigel Lashbrook	Team inspector (Former headmaster, HMC school)
Ms Jacquelyn Pain	Team inspector (Former head, GSA school)
Ms Jane Stevens	Team inspector (Former deputy head, ISA school)