

# School inspection report

21 to 23 May 2024

## **Glenesk School**

Ockham Road North

East Horsley

Surrey

KT24 GNS

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'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>4</b>
RECOMMENDED NEXT STEPS .....	4
MATERIAL CHANGE REQUEST.....	4
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>5</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>7</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	8
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	10
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>11</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	12
<b>SAFEGUARDING .....</b>	<b>13</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	13
<b>SCHOOL DETAILS .....</b>	<b>14</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>15</b>
<b>INSPECTION DETAILS .....</b>	<b>16</b>

## Summary of inspection findings

1. Proprietors and leaders maintain a strategic and effective overview of the school. Leaders promote the school's positive values consistently and effectively.
2. The proprietary body holds leaders to account effectively. They check that leaders implement and apply the school policies efficiently and audit records to ensure a consistent approach.
3. The curriculum is carefully planned, well-resourced and taught in ways that engage learners. Teachers deliver effective lessons. As a result pupils, including those who have special educational needs and/or disabilities (SEND), make good progress.
4. Behaviour management is effective. Leaders and staff utilise rewards and sanctions well to promote positive behaviour, and the school maintains appropriate records regarding behaviour. However, leaders' evaluation of behavioural records and trends is not as developed as possible.
5. Health and safety arrangements are appropriate, and the school premises are well maintained.
6. The social and economic education effectively supports pupils' development of a sense of responsibility and their positive contributions to society. Leaders and staff utilise the curriculum effectively to develop pupils' understanding and appreciation of the importance of respect and of equality, diversity and people's right. Pupils are well prepared for their next stage in their education.
7. The school's safeguarding arrangements are effective, and leaders promptly consult with local agencies when necessary.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are 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 met.

### Recommended next steps

Leaders should:

- strengthen the evaluation of behavioural records and trends to better inform the school's approach to behaviour management.

### Material change request

8. Inspectors considered the school's request for a change to the details of its registration to increase the maximum number of pupils from 120 to 160.
9. Safeguarding arrangements are effective. The safeguarding team has the capacity to cater for the proposed maximum number of pupils. The school's health and safety and fire safety arrangements are suitable and likely to remain so once the proposed material change takes place. Supervision arrangements are suitable, and the school employs sufficient staff to be able to supervise 160 pupils effectively, including in the early years.
10. Risk assessment arrangements are efficient and likely to remain so once the proposed material change takes place. All necessary safer recruitment checks are completed by the school and are recorded appropriately. The premises and accommodation are suitable and, supported by recent renovation and development, have the capacity to cater for 160 pupils. Leaders have planned and prepared for the proposed material change effectively, including through careful risk assessment of the impact of the proposed increase in pupil numbers.
11. It is recommended that the requested material change be approved.

## Section 1: Leadership and management, and governance

12. Leaders have the necessary skills and knowledge to ensure that the school consistently meets the Standards. They actively promote the wellbeing of pupils of all ages by tailoring provision to their individual needs. When assessing how best to meet pupils' individual needs, leaders carefully consider the use of resources and target additional support effectively.
13. Proprietors maintain suitable oversight for the school through monthly site visits and termly meetings where they monitor essential training, examine records and review the implementation of policies.
14. Leaders effectively articulate the school's aims and ethos so that these are understood by parents and pupils and promoted by staff, fostering a positive school culture where pupils feel valued, cared for and understood for who they are. Leaders work with external agencies effectively to support the educational and welfare needs of the pupils in their care. Records are securely stored and detail a comprehensive account of all actions taken.
15. The proprietors and school leaders have produced a detailed self-evaluation of provision against the standards which considers carefully the pupils' work, their experiences and how well the school supports their educational and emotional wellbeing. Leaders have identified clear areas for development, and regularly review these against the schools' aims.
16. Leaders implement a suitable accessibility plan and fulfil their responsibilities under the Equality Act 2010, ensuring equal access and opportunities for pupils. Leaders' commitment to inclusivity fosters a supportive environment where pupils feel valued and respected.
17. Leaders of the early years provision effectively promote the wellbeing of the children in their care. They ensure that safeguarding procedures are followed in the setting and that all staff are appropriately trained. Children are suitably supervised, and appropriate staffing ratios are implemented.
18. The school ensures clear communication channels for parents and staff, providing the necessary information on school management, policies, procedures, and initiatives related to pupil wellbeing, much of it on the school's website. Leaders provide parents with regular reports on their children's progress and attainment. Leaders provide the local authority with the required information relating to pupils who have education, health and care (EHC) plans.
19. Staff are trained to identify, evaluate and mitigate risk. They receive suitable support from leaders to address any potential issues and implement appropriate control measures. Consequently, pupils feel secure, and possible risks are minimised effectively during both school-based and off-site activities. The leadership team comprehensively understands the school's specific risk factors and ensures that thorough risk assessments are conducted. The head is responsible for signing off on all risk assessments, including the detailed risk assessments relating to pupils who have SEND.
20. Leaders respond to parents' concerns clearly and within published timescales. Any complaints are appropriately recorded, together with any actions taken by the school in response to them.

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

**21. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

22. The bespoke and age-appropriate curriculum is based on the national curriculum. Leaders have further supplemented the curriculum to extend the coverage of core subjects, challenge pupils with high prior attainment and prepare pupils for their entry assessments at the end of Year 2.
23. Teachers use their detailed knowledge of pupils' needs and of the specific subjects being taught to plan and deliver engaging and challenging lessons. Topics are often adapted to include the interests of pupils and enable pupils to deepen their learning. Teachers adapt their methodology to the specific needs of individual pupils and make use of targeted support to facilitate their progress well. Teachers also make effective use of resources, including the outdoor area, to support pupils' learning. Staff take careful account of the needs of individual pupils and make effective use of targeted support to facilitate their progress. As a result of these measures, all groups of pupils make good progress from their starting points.
24. In the early years, children participate in activities that support their development across all seven areas of learning. This is achieved through a detailed programme of activities which develop fine and gross motor skills and develop early reading, writing and numeracy through themed challenges that are adapted to meet the needs of individual pupils. As a result of well-delivered lessons and targeted support, children make good progress with their understanding of the relationship between letters and sounds. Much positive reinforcement from the teachers encourages those who are not as secure or confident and extension work is provided to enable children to develop their skills further, such as those related to writing phrases and sentences. A higher than national proportion of children achieve a good level of development by the end of Reception.
25. Children demonstrate high levels of perseverance. Their learning environment immerses them in language, and teachers use a combination of child-led play and teacher-initiated learning to develop their language, communication, and social skills. Staff use a range of teaching strategies effectively to ensure children's engagement, confidence and learning.
26. Leaders for provision for pupils who have SEND clearly identify individual pupils' needs and generate detailed individual education plans (IEPs) to meet these. Pupils who have SEND, including those who have an education and health care (EHC) plan, receive effective targeted support in lessons and additional one-to-one support from specialist teachers. Pupils' progress against their targets is closely monitored by the special educational needs co-ordinator (SENCO), and changes to the provision are made when required.
27. Leaders and staff assess pupils' progress and achievement effectively. This starts in the early years where children are observed and evaluated against the early learning goals by staff who have a thorough knowledge of their individual needs. The progress of pupils is consistently tracked, and staff meet regularly to review their collective evaluations and agree upon any appropriate additional support or teaching strategies to be applied.
28. A diverse range of recreational and extra-curricular activities supports the personal growth of pupils, including children in the early years. Pupils actively participate in sports and creative pursuits, fostering positive social and physical development. The extensive extra-curricular programme includes clubs for dance, taekwondo, swimming, yoga, science, gardening, art, cookery and forest school. These clubs develop pupils' skills and confidence in these areas.

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

**29. All the relevant Standards are met.**



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

30. Leaders and staff conduct their relationships with pupils in a way that models mutual respect at all times. They take opportunities that arise during curriculum study and assemblies to promote and explain the importance of respectful behaviour. Leaders use suitable rewards and sanctions to encourage positive behaviour and respond to any behaviour that falls short of expectations. Any behavioural issues are dealt with in a manner that takes account of pupils' individual needs. The school develops pupils' understanding of the harm that bullying can do and why it is not acceptable through assemblies and the personal, social, health and economic (PSHE) education programme. As a consequence, incidents of negative behaviour or bullying are rare. However, leaders do not analyse any trends in behaviour as effectively as possible to inform the school's approach to behaviour management.
31. Pupils are praised at their weekly assemblies, and their achievements are celebrated by the whole school. Teachers regularly commend pupils for their hard work and achievements, for their behaviour both inside and outside the classroom, and for their kindness and courtesy. This sustained atmosphere of communicating value helps develop pupils' self-confidence and self-esteem. Leaders and staff communicate the importance of doing one's best and the value of perseverance when faced with difficulties in order to help reduce any anxiety about failure.
32. The physical education (PE) programme is effective. Specialist staff encourage all groups of pupils to be physically active, developing specific physical skills, and learning about the benefits of keeping their bodies healthy. Pupils' physical development is further supported by an extra-curriculum programme that provides dance, swimming, gardening and yoga. Pupils progress well with their swimming skills due to access to an age-appropriate facility and specialist swimming coaching. Children in the early years develop their fine motor skills, such as those used when cutting, sticking, drawing and constructing, as a result of carefully planned and engaging activities that are designed to meet the needs of each child.
33. Pupils benefit from a flexible approach to the carefully planned PSHE and relationships education programme so that lessons are delivered appropriately for each cohort. Pupils learn essential life skills through topics such as building friendships, resolving arguments, staying safe and dealing with bullying, which in turn helps develop their self-confidence and self-esteem. Pupils' health education is supported through their understanding of a healthy and balanced diet and personal hygiene.
34. Leaders provide an effective relationship and sex education (RSE) programme that contains appropriate content for the age of the pupils. The youngest pupils learn about their differences and similarities and develop their understanding of how their behaviour can affect others positively and negatively. Older pupils continue to develop their knowledge of healthy relationships and the importance of respect. By the end of year 2, pupils have learnt securely how they can stay safe online and can articulate the importance of keeping their personal details secure and informing a trusted adult of any concerns that they might have.
35. The premises and accommodation are suitably maintained. Regular health and safety checks and servicing are conducted, and any necessary remedial work is carried out effectively. Fire safety is well managed, with staff receiving regular training and pupils undertaking regular fire evacuation

drills. An up-to-date fire risk assessment is in place. The school also utilises external specialists to audit health and safety and fire safety provisions and promptly acts on any recommendations.

36. Admissions and attendance registers are recorded and maintained appropriately. Leaders inform the local authority of any pupils who join or leave the school at non-standard transition times. Staff are trained to identify the risk of children missing from education.
37. First aid is provided in a caring and prompt manner, and most staff are also paediatric first aid trained to ensure pupils have access to qualified staff on-site and off-site. First aid records are maintained accurately, and parents are informed of any administration of medication that they have previously given permission for.

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

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

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

39. Leaders promote the importance of British values, such as mutual respect, including of those with diverse faiths and beliefs. The curriculum maintains an emphasis on the importance of respecting diversity. For example, pupils learn about racism and other forms of prejudice and discrimination, and the importance of using respectful and appropriate language. Pupils learn about gender stereotypes and how people should have equal rights regardless of gender or background. Pupils learn how language can be either affirming or undermining, depending on how it is used. They explore the cultural diversity within their local community and why it is important to respect this. Such discussions, supported by the constant messages by leaders and staff about the importance of caring and inclusive attitudes, help develop pupils' moral sensibilities. Pupils visit local places of worship to extend their awareness and appreciation of different religions, as well as learning about them in the curriculum.
40. Leaders make effective use of assemblies and visiting speakers, such as police officers, to develop pupils' understanding of the roles of local public services, including how the police uphold law and order and how charities campaign for the rights, welfare and representation of particular groups in society.
41. Children in early years are introduced to democracy by placing their counter beside the book they would like their teacher to read at the end of the school day. These are duly counted out with the class, and the teacher explains the language of comparison using 'most and least'. Pupils vote for their school council, which is composed of children and pupils from Reception through to Year 2. The council then puts forward ideas on behalf of others to enhance pupils' experience of the school, such as having more bikes available to use during breaks.
42. Leaders provide pupils with leadership opportunities suitable for their age as they progress through school, such as those of house captains and deputies and playground and dining room monitors. Older pupils support younger ones in organising their games and take the lead in caring for the school's chickens. All pupils take on such roles as part of their school experience. These roles help develop pupils' sense of responsibility towards others.
43. Pupils develop their knowledge of their local community through visits, such as the Year 1 walks to the local post office and library, the Year 2 choir singing at the community café and the school choir at a local care home. Pupils put forward ideas about which charities they would like the school to support and why, such as the local food bank and charities supporting respite care, those affected by natural disasters and other causes.
44. Pupils receive effective age-appropriate economic education. They learn about the function and value of money from an early age.
45. To prepare pupils for transition to their next school, leaders provide one-to-one support meetings for parents that discuss how best to help prepare pupils for their prospective next school. Staff provide additional support for pupils who take entrance examinations as appropriate.

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

**46. All the relevant Standards are met.**

## Safeguarding

47. Safeguarding arrangements are effective. The safeguarding team responds swiftly and efficiently to any safeguarding concerns that arise. Leaders communicate effectively with external agencies, including the local authority designated officer (LADO). Referral thresholds and procedures are clearly comprehended and adhered to, and safeguarding records are maintained accurately and stored safely to ensure confidentiality.
48. A clearly structured induction programme prepares staff to understand key safeguarding policies and procedures. Annual safeguarding training is provided for proprietors and all staff that prepares them to recognise and address safeguarding concerns, encompassing areas such as radicalisation, child-on-child abuse, online safety, and children missing from education. This is further supported by regular updates to enable staff to identify potential risks of harm and promote the wellbeing of the children in their care. Staff understand how to use the whistleblowing and low-level concerns policies, including a clear comprehension of self-referral. Consequently, staff report any concerns promptly and in line with school procedures.
49. Proprietors maintain effective oversight of the safeguarding procedures through regular audits, the safeguarding provision through on-site visits, committee meetings and online updates. They provide leaders with access to additional safeguarding support.
50. Leaders and the safeguarding proprietor have completed appropriate, safer recruitment training. Leaders ensure that all required pre-employment checks are carried out and recorded accurately in a well-maintained single central record of appointments, which is regularly scrutinised by proprietors.
51. Leaders and staff inform pupils who to speak to if they are worried. Pupils use worry boxes and worry monsters to voice any concerns and are confident that the adults in the school will help them if they have a concern. All visitors are suitably researched and briefed to ensure pupils receive a balanced view which supports British values.
52. Staff teach pupils how to stay safe online as appropriate to their age. Appropriate filtering and monitoring procedures to mitigate online risks effectively are in place.

### The extent to which the school meets Standards relating to safeguarding

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

## School details

<b>School</b>	Glenesk School
<b>Department for Education number</b>	936/6181
<b>Address</b>	Glenesk School Ockham Road North East Horsley Surrey KT24 6NS
<b>Phone number</b>	01483 282329
<b>Email address</b>	admin@gleneskschool.co.uk
<b>Website</b>	www.gleneskschool.co.uk
<b>Proprietor</b>	Cognita Schools Limited
<b>Chair of Proprietors</b>	Mr James Carroll
<b>Head</b>	Mrs Sarah Bradley
<b>Age range</b>	2 to 7
<b>Number of pupils</b>	146
<b>Date of previous inspection</b>	22 to 23 January 2020

## Information about the school

54. Glenesk School is an independent co-educational day school situated in East Horsley. It was established in 1927 and has been owned and governed by Cognita Schools Ltd since 2005. The school is divided into Nursery, Rising Reception, Reception and Years One and Two.
55. There are 114 children in the early years.
56. The school has identified 36 pupils as having special educational needs and/or disabilities (SEND). Four pupils have an education, health and care (EHC) plan.
57. There are no pupils who speak English as an additional language.
58. The school states its aims are to provide a nurturing and inspiring educational environment that empowers every child to flourish academically, emotionally and socially. It intends for pupils to become compassionate individuals who make a positive impact on the world around them.

## Inspection details

### Inspection dates

21 to 23 May 2024

59. A team of three inspectors visited the school for two and a half days.

60. 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
- discussion with a representative of the proprietors
- 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
- scrutiny of samples of pupils' work and discussed these with staff and pupils
- scrutiny of a range of policies, documentation and records provided by the school.

61. 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](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)