

# School inspection report

26 to 28 September 2023

## **Grangewood Independent School**

Chester Road  
Forest Gate  
London  
E7 8QT

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

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## Summary of inspection findings

1. Governors ensure that leaders implement strategies effectively to fulfil their aims to establish a Christian community through teaching faith in God and responsibility for others. However, proprietors have not ensured that leaders have the necessary knowledge and skills to fulfil their responsibilities to ensure that all of the Standards are met.
2. Leaders have not ensured that a suitable relationships and sex education policy is implemented. The school's policy does not reflect statutory guidance. Leaders' curriculum planning does not ensure that all of the required aspects are taught to pupils. Leaders have not consulted parents as required and there are no processes in place to assess pupils' understanding and progress. Therefore, in this area, leaders and governors do not promote the wellbeing of the pupils as required.
3. Governors and leaders ensure that most health and safety practices are implemented effectively. They ensure that precautions are taken to reduce the risk from fire and other hazards. However, checks to ensure that all water systems are safe for pupils have not been made. As a result of the inspection, leaders have planned for the necessary checks to be completed.
4. Leaders carry out the required pre-appointment checks on adults before they begin working at the school. However, leaders have not maintained an up-to-date single central record of these checks. The names and details of staff appointed in the last year and the dates of the relevant checks have not been recorded appropriately.
5. Leaders ensure that other aspects of safeguarding are effective. Staff are appropriately trained, receive regular updates and are knowledgeable about reporting and recording systems. An appropriate safeguarding policy has been reviewed by governors. However, at the start of the inspection, the published safeguarding policy was out of date. This was rectified during the inspection and the corrected policy was made available to parents on the school's website.
6. Children get off to a good start in the early years. Skilful planning and teaching of a varied and interesting curriculum, mean that children, entering with a broad range of ability, make good progress and reach the expected levels of development for their age by the end of Reception year.
7. Most pupils in the rest of the school also make good progress in relation to their starting points. Pupils for whom English is an additional language (EAL) make equally good progress as others. Teaching is planned effectively and enables the vast majority of pupils to achieve across the range of curriculum areas. However, some teaching is not wholly effective in meeting the needs of more able pupils in Years 4 to 6. Consequently, their work does not build on previous learning well enough.
8. Governors have invested in effective provision for pupils who have special educational needs and/or disabilities (SEND), several of whom have high levels of specific needs. Pupils receive expert help, support and encouragement from specialist therapists, teachers and skilled support staff, who carefully check and track pupils' achievement. Adults liaise with parents to plan individual next steps based on pupils' needs, which ensure that pupils make good progress.
9. Leaders promote pupils' social development well. Pupils value opportunities to contribute to their local and wider community including by fundraising for local charities.

### The extent to which the school meets the Standards:

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

### Areas for action

The proprietor must ensure that those with leadership and management responsibilities:

- demonstrate good skills and knowledge appropriate to their role and
- fulfil their responsibilities effectively so that the independent school standards are met consistently and actively promote the wellbeing of pupils.

Leaders and managers must ensure that:

- an appropriate policy, plans and schemes of work for relationships and sex education are in place and implemented effectively as required
- parents are informed and consulted about the school's approach to the provision of relationships and sex education
- all required health and safety checks are carried out
- the single central record is complete, accurate, kept up to date, and effectively monitored.

### Recommended next steps

- Leaders should ensure that teaching consistently meets the needs of the more able pupils in Years 4 to 6 by consistently building on their previous learning.

## Section 1: Leadership and management, and governance

10. The proprietors have not maintained an effective oversight to ensure that leaders fulfil their responsibilities effectively. Important health and safety checks have not been completed, the relationships and sex education curriculum does not meet the requirements of statutory guidance and safer recruitment processes are not fully implemented.
11. The proprietors and leaders have established a culture which is supportive, encourages pupils to succeed and contributes to them feeling safe and valued. Leaders keep the school's aims central to the implementation of their strategic decision-making. The school's Christian ethos pervades the school and contributes to a powerful sense of community.
12. Leaders have established a curriculum which enables pupils to improve and develop their knowledge, skills and understanding. Leaders ensure that pupils make good progress as they move through the school. The high proportion of pupils who have SEND are supported well to make progress in achieving their carefully planned next steps.
13. Leaders ensure that provision in the early years is effective. A varied programme of learning opportunities is tailored to children's individual needs. Staff liaise regularly with parents about their child's development. As a result, children progress well against their learning goals in the early years.
14. Leaders take time to monitor the quality of teaching and learning and provide teachers with helpful points for development. However, leaders do not always make best use of the information this quality assurance provides to contribute fully to their strategic overview of the school's strengths and areas for development.
15. Leaders ensure that staff assess and mitigate potential risks in the school environment, including in the early years. They also effectively manage risks on educational trips, on frequent visits to the local park and on the use and storage of potentially harmful materials.
16. Leaders provide regular reports to parents that are detailed and contain clear advice about how to support further progress for their child. Leaders provide the required information to parents via the school's website. However, during the inspection action was required to ensure all the information was up to date.
17. Governors ensure that leaders respond appropriately and in a timely way to any complaints from parents.
18. Governors and leaders ensure that they fulfil their duties under the Equality Act 2010 and effectively support and promote accessibility for pupils, including for pupils who have SEND.

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

19. Standards are not met consistently with respect to the provision of relationship and sex education, the management of health and safety checks and the accurate keeping of the single central record. As a result, Standards relating to governance, leadership and management are not met.

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

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

20. Teachers have good subject knowledge and effectively encourage pupils to learn, so that pupils make good progress in developing their skills and knowledge. A number of pupils with English and an additional language are fluent in English and make similar progress to their peers. Teachers' promotion of respectful relationships and mutual trust mean that pupils are supported to attain well. Teachers encourage pupils and celebrate their achievements, to which pupils respond well. Pupils appreciate and benefit from teachers' helpful individual feedback. However, leaders have not ensured that, in pupils' mixed-age classes, teaching consistently provides more able pupils with sufficient challenge based on their prior learning.
21. Teachers assess pupils to evaluate their work regularly. This feeds into tracking systems to monitor achievement. This is particularly effective in the early years and for pupils who have SEND, where the tracking of pupils' progress consistently informs next steps. Leaders ensure that the effective provision for pupils who have SEND is delivered by experienced practitioners. Leaders and teachers have developed comprehensive and effective support programmes, which are carefully matched to the individual and specific needs of each pupil. These include the support, where appropriate, of specifically trained therapists. Regular communication by teachers with parents about how their child is progressing together with information about how to help at home mean that pupils benefit from cohesive support.
22. Overall pupils' attainment is above age-related expectations, so that pupils successfully gain places at senior schools with competitive entry requirements. However, assessment information is not always used effectively to ensure appropriate next steps for more able pupils in Years 4 to 6.
23. In the early years, effective planning ensures that children can choose from a wide range of interesting activities, increasing and developing their communication and decision-making skills. Children are engaged in their learning, enjoy role-play and storytelling, which draw their interest and challenge their thinking. Teachers promote trust and respect between children, who readily help and support each other in their activities, and between children and adults. Teachers encourage children to speak confidently across a range of situations, consistently developing their emerging communication skills.
24. As they progress, pupils continue to communicate very effectively and are accomplished readers. Pupils listen well and confidently contribute to class discussions. They readily articulate their thoughts and feelings to their teachers and peers. Pupils' mathematical skills are developed from a secure foundation in the early years where they are given many opportunities to use them, progressing to confidently solving a range of problems. From a young age, pupils readily use their mathematical skills across the curriculum, whether counting the ducks in water activities in the early years or when older pupils use graphs in science and geography to illustrate their findings.
25. Leaders plan a range of learning opportunities across the curriculum. For example, a successful programme of Mandarin lessons challenges pupils and encourages them to develop their knowledge of other cultures. Pupils engage with the subject and make good progress, responding well to effective teaching.
26. Teachers encourage pupils to actively take part in physical education, within school and regularly make use of a local park so that pupils develop their skills in outdoor activities and games. Pupils are

confident performers in the arts and music. They have frequent opportunities to show their knowledge and skills in choirs, assemblies and musical activities. Pupils of all abilities achieve well in these areas, with increased level of support given to pupils with high levels of specific needs by their peers and from the one-to-one support of staff.

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

All the relevant Standards are met

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

27. Leaders provide a programme of age-appropriate personal, social, health and economic education (PSHE) which is effective in encouraging respect for others. Pupils welcome opportunities to talk openly about diversity and their experiences in navigating social media. They show good understanding of the importance of self-care, self-regulation and support for others. Pupils display tolerance and understanding of different faiths and beliefs. They value mutual respect and understand the importance of individual liberty.
28. The school's programme includes some provision for relationship education, however, leaders have not reviewed the provision to ensure it complies with the most recent statutory guidance. As a result, pupils have not developed their knowledge and understanding sufficiently in this area. Leaders have not ensured that pupils' understanding has been assessed effectively in order that appropriate next steps can be planned.
29. Leaders ensure that the physical education curriculum is accessible to all pupils. Pupils understand the importance of regular exercise, relaxation and creative pastimes and how these impact positively on their mental health and emotional wellbeing.
30. Children in the early years are well supported to manage their emotions and learn to self-regulate, because teachers understand each child's strengths and weaknesses. The youngest children show maturity and responsibility for others, when working and playing together in their activities. Teachers allow children the independence to make sensible choices in their work, play and friendships.
31. Pupils' spiritual and moral understanding is heightened through the faith ethos of the school, which is emphasised in all areas of school life. Pupils increase their spiritual understanding in PSHE lessons and assemblies, and this impacts on their decision-making and treatment of others. Older pupils see this aspect of school life as important in the development of their overall confidence and self-esteem and feel well-prepared for the next stage of their education and lives.
32. Pupils of all ages appreciate right from wrong and the role that they play in forming a cohesive and positive school culture. Kindness to others is clear throughout the school and a positive contributing factor to this is the role-modelling from staff who interact with the children with warmth and gentleness.
33. Pupils show tolerance and cultural understanding enhanced by the diversity within the school. They conduct themselves courteously, and their positive relationships with peers and staff reflect the strong family ethos of the school. Pupils have opportunities to share their opinions with their peers and they show a high level of respect for others' viewpoints. Leaders and teachers are successful in promoting a culture of equality where everyone's opinion matters. The whole school community comes together to celebrate diverse cultures and faiths through themed cultural days.
34. Teachers encourage pupils to develop a deep sense of right and wrong which promotes a keen sense of morality. Reflective assemblies help pupils to gain a sense of responsibility. In an assembly written



by pupils, they acted with gusto as they showed the benefits of forgiveness with pupils saying, 'Without forgiveness, life is governed by an infinite cycle of retaliation'.

35. Pupils behave well, responding to effective supervision, teachers' clear expectations and encouragement in a highly positive atmosphere. Respectful and caring of one another, pupils spontaneously delight in the successes of others. Pupils readily express their opinions and feedback about school, and these are listened to by school councillors from every class, who take part in weekly meetings.
36. Pupils are given opportunities for play and relaxation. During breaktimes, pupils demonstrate very positive relationships with one another. Pupils show care for each other and are equipped to successfully resolve any issues which may occur, with adults always on hand to help and support. Pupils feel safe and well cared for. They know who to go to should they have a concern.
37. Leaders generally ensure that the school environment supports pupils. The attendance and admission registers are meticulously kept and stored. Suitable arrangements and accommodation are in place to care for pupils who become unwell. Pupils receive first aid from staff who are trained. All staff in the early years are trained in paediatric first aid.
38. The school premises and accommodation are well maintained. Fire evacuation drills take place termly, and staff receive regular fire training. However, the school had arranged an independent health and safety audit, which found that no training, or checks had been carried out for Legionella and recommended that an appropriate one should be carried out. At the time of the inspection, a check to ensure that the water system is safe for pupils had not been completed for some time. As a result of the inspection, planning for this is now in place.
39. Pupils know how to keep themselves safe online. PSHE lessons are informative in alerting them to potential dangers and how to avoid them. An effective internet filtering system is in place and staff receive regular training and updates to support this area.

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

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

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

40. Pupils learn how to support each other and to contribute to the school and wider society. Pupils' awareness of others less fortunate is well developed. They regularly undertake fundraising events for local charities throughout the school year. Pupils are very aware of their social responsibilities and engage with the local community in many ways, for example, by supporting the local foodbank.
41. Pupils' social wellbeing is supported by adults who provide strategies for pupils to reflect and resolve issues with their peers. Readings from the bible are often used to support this. The curriculum has an emphasis on responsibility within society. Pupils understand from an early age that living in a democracy means that they accept that others may think differently to them and that everyone matters.
42. Pupils have a growing understanding of public institutions and how government works, including when they consider the roles of the prime minister and the mayor of London, who they can name.
43. Pupils developing skills and confidence in relevant areas of mathematics from the early years to Year 6 contributes well to their understanding of how to manage money. This gives them a secure foundation for mathematical and economic concepts they should encounter in the next stage of their education.
44. An important aspect for older pupils is the timetabled opportunity for them to support pupils who have high levels of specific needs. Planned time is laid aside for older pupils to support the pupils who have SEND, through organised sessions of play and activities. This is successful in promoting a deepening understanding of others, empathy, kindness and social responsibility and is helpful in preparing pupils for their lives beyond school.
45. Through the curriculum, pupils explore environmental topics such as the greenhouse effect. They develop an understanding of how they can have a positive impact on society and the environment. Pupils were keen to share their thoughts on this with inspectors.

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

All the relevant Standards are met

## Safeguarding

46. Leaders have not ensured that all safer recruitment practices are followed. The single central register had not been completed for all appointments and did not include the names and details of the required checks of all those working in the school.
47. Other arrangements to safeguard and promote the welfare of pupils are effective. Leaders understand the importance of recognising that ‘it could happen here’. Leaders work effectively with external agencies when any concerns arise, to promote the safety of pupils. Any referrals to children’s services, the local authority designated officer and the police, are made aware promptly.
48. Leaders ensure that all staff and volunteers receive safeguarding training as they join the school and this is updated at regular intervals. As a result, they are well informed. Those with designated safeguarding lead responsibilities receive appropriate training. Staff are knowledgeable in child protection procedures, including those for online safety and the risks posed by radicalisation and extremism. They understand how to recognise and report a safeguarding concern and are alert to the need to monitor pupils’ attendance.
49. The school’s most recent written safeguarding policy was not on the website at the beginning of the inspection and therefore did not reflect the school’s safeguarding practice. This was rectified during the inspection.

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

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

## Schedule of unmet standards

### Section 1: Leadership and management, and governance

The relevant Standards are not met

Paragraph number	Standard
34(1)	The proprietor ensures that persons with leadership and management responsibilities at the school –
(34)(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
(34)(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
(34)(1)(c)	actively promote the well-being of pupils.

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

The relevant Standards are met

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

The relevant Standards are not met consistently

Paragraph number	Standard
2(1)	The standard in this paragraph is met if –
2(1)(a)	The proprietor ensures that a written policy on the curriculum, supported by appropriate schemes of work, which provides for matters specified in sub-paragraph (2) is drawn up and effectively implemented and
2(1)(b)	The written policy, plans and schemes of work –
2(1)(b)(i)	(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
2A(1)	The standard in this paragraph is met if -
2(A)(e))	The proprietor makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
2(A)(f)	The proprietor consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
2(A)(g)	The proprietor publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
11	The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

EYFS 3.55	Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.
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#### Section 4: Pupils' social and economic wellbeing and contribution to society

The relevant Standards are met

#### Safeguarding

The relevant Standards are not met

Paragraph number	Standard
21(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
EYFS 3.12	Providers must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).

## School details

<b>School</b>	Grangewood Independent School
<b>Department for Education number</b>	316/6051
<b>Registered charity number</b>	803492
<b>Address</b>	Chester Road Forest Gate London E7 8QT
<b>Website</b>	<a href="http://www.grangewoodschool.com">www.grangewoodschool.com</a>
<b>Proprietor</b>	Grangewood Educational Association
<b>Chair</b>	Mr Jones Agyeman
<b>Headteacher</b>	Mrs Beverley Roberts
<b>Age range</b>	2 to 11
<b>Number of pupils</b>	49
<b>Date of previous inspection</b>	21 to 23 May 2019



### 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)