



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Grangewood Independent School

May 2019



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School's Details

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| School | Grangewood Independent School | | | |
| DfE number | 316/6051 | | | |
| Registered charity number | 803492 | | | |
| Address | Chester Road Forest Gate London E7 8QT | | | |
| Telephone number | 020 847 23552 | | | |
| Email address | secretary@grangewoodschool.com | | | |
| Headteacher | Mrs Beverley Roberts | | | |
| Chair of governors | Mr Jones Agyeman | | | |
| Age range | 2 to 11 | | | |
| Number of pupils on roll | 46 | | | |
| | Boys | 28 | Girls | 18 |
| | EYFS | 30 | Juniors | 16 |
| Inspection dates | 21 to 23 May 2019 | | | |

1. Background Information

About the school

- 1.1 Grangewood Independent School is a co-educational school which was founded in 1979 in a former church building in Forest Gate, in the east end of London. It provides education for children from two to eleven years. Pupils use local facilities such as leisure centres and the nearby park for physical pursuits.
- 1.2 The school is owned by the Grangewood Educational Association, a registered charitable trust which is also a company limited by guarantee. It is administered by a board of trustees who delegate certain responsibilities to a governing body. Since the last inspection, a new chair of governors and board of trustees has been appointed.

What the school seeks to do

- 1.3 The school aims to establish a Christian community by teaching faith in God, growth in responsibility, and industry in academic, physical, creative and artistic pursuits. It aims to care for pupils as individuals, and to provide discipline as a means to ensure that all pupils feel safe, comfortable and free to learn.

About the pupils

- 1.4 Pupils in the EYFS live nearby and older pupils come from surrounding boroughs. Pupils come from a range of ethnic backgrounds.
- 1.5 Nationally standardised data indicate that the ability profile of the school is above average. No pupil in the school has an education, health and care plan or a statement of special educational needs. The school has identified 10 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, speech, language and communication delay and Downs syndrome, all of whom receive additional specialist help. English is an additional language (EAL) for 34 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified six pupils as being the more able in the school's population, and the curriculum is modified for them and for seven other pupils because of their special talents in sport, music, performing arts, leadership, art and reading.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school 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 uses its own framework to determine attainment.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 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

- 2.11 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.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 pupils with education, health and care plans or English as an additional language. They also include 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.

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

PART 7 – Manner in which complaints are handled

2.15 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.

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

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 good.

- The pupils demonstrate strong communication skills, both verbal and in writing, as they progress through the school.
- In the Early Years Foundation Stage (EYFS), support for pupils with EAL enables them to make at least good progress; however, integration of indoor and outdoor learning is less strong.
- The pupils enjoy fulfilment and develop their skills in an increasing range of activities beyond the classroom, as a result of support from the school.
- The pupils are not always given sufficient opportunities to think for themselves, make decisions or take control of their learning.

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

- The pupils show a high level of spiritual understanding in response to the school's Christian principles and teaching.
- The pupils demonstrate a natural tolerance and cultural understanding promoted by the diversity within the school.
- The pupils conduct themselves courteously, and their positive relationships with peers and staff reflect the strong family ethos of the school.
- The pupils have a very good understanding of how to keep themselves safe and stay healthy. They have a good understanding of staying safe online.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that EYFS pupils consistently benefit from a range of indoor and outdoor child-initiated activities.
- Ensure that all pupils are suitably challenged in all subjects and have an opportunity to take control and influence the depth of their learning.

The quality of pupils' academic and other achievements

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

3.5 The attainment of pupils of all ages and abilities including those with SEND or EAL, and those who are more able, is good. In the Early Years Foundation Stage (EYFS), the children reach the expected levels of development, and in many cases, exceed them. National and standardised assessments in English and mathematics show that the small cohorts of pupils achieved above average results. The small size of the school and the family atmosphere enable staff to know the pupils well and ensure that pupils' individual needs are met. They make good progress because teachers have a good knowledge of their strengths and weaknesses; as a result, pupils are aware of their individual targets from the frequent feedback they receive. All parents who responded to the pre-inspection questionnaire said that the teaching enables their children to make good progress and develop skills for their future, and that their children's educational needs are met effectively. However, some lesson observations, work scrutiny and interviews with pupils identified that opportunities were missed for them to make more rapid progress. In particular, this limited the attainment of more able pupils when they were set the same work as others.

- 3.6 Pupils have good basic skills for learning and most are effective in applying these skills to other areas of the curriculum. In the EYFS, children acquire good early literacy and numeracy skills because of an individual approach to learning activities which interest the children; those with EAL make rapid progress because of a targeted approach by specialist staff. Children in the EYFS, including those with EAL, develop effective problem-solving skills, for example applying their understanding of movement and basic grasp of forces to explain why a tyre in the garden, when pushed away, kept unexpectedly rolling back towards them. Pupils demonstrate a good range of skills and techniques in art; in Year 1 and 2, they experimented with a variety of techniques including recreating a chosen picture in pencil, pastels and watercolours and creating fruit portraits in the style of Giuseppe Arcimboldo. A range of projects completed at home enable pupils to apply their skills independently, reflecting their individual creativity and interest. Despite having limited space for physical education, pupils spoke highly of the opportunities they were provided to develop their skills and were particularly pleased with their participation and progress in swimming. When given the opportunity, more able pupils are able to reason logically, as was seen in science work from Year 1 and 2 pupils, who made accurate predictions about the speed of different sized balls down a slide and described how to keep the test 'fair'. Older pupils, when presented with a choice of activities or more challenging material, were able to apply their mathematical skills to collate a range of data and carry out targeted research. However, pupils' application of skills and progress is less secure when lessons are mainly led by teachers, and they are not given an opportunity to take responsibility for their own learning.
- 3.7 Pupils' development and competence in communication is strong and they successfully apply these skills to all areas of learning. Pupils are given plenty of opportunities to develop their speaking, listening, reading and writing skills and, as a consequence, most pupils make rapid progress in this area. In the EYFS, extensive opportunities are provided for children to express their ideas and opinions through role play, 'show and tell' and discussions emerging from the telling of a story. Language is carefully modelled by adults and the development of emerging language is praised and communicated to parents on a regular basis. Accomplished writing was seen in lively diary writing outlining pupils' visit to Hampton Court Palace, and younger pupils continue to have an extensive range of writing opportunities. Descriptive, lively and accurate writing was seen in a number of projects, ranging from sport to Black History, which included a range of genres: diary entries, storytelling, newspaper reports and advertising. Pupils of all ages are articulate and confident communicators, and they are given opportunities to present their views in the school council, to lead prayers and to speak and perform in assembly.
- 3.8 Throughout the school, most pupils handle numbers and mathematical concepts proficiently. In the EYFS, pupils chose to work with the number activities, sharing their knowledge of digits and counting enthusiastically. In Years 3 and 4, pupils logically sequenced number patterns of increasing complexity. Pupils apply their numeracy skills competently in other subjects. For example, younger pupils spoke about how they readily apply numeracy in art, through the use of shapes and measuring, and in science through measuring and recording. Pupils' mathematics books contained a good volume and variety of work and were presented neatly, reflecting pride and care. Achievement for all pupils in mathematics is supported by a consistent approach to planning as seen in schemes of work, regular marking and verbal target setting; in addition, pupils in Year 6 are offered additional lessons to support their progress. Pupils with SEND make good progress in mathematics because of the small class sizes which enable their teachers to provide targeted support. Additional support sessions for pupils outside the formal curriculum further enables the oldest pupils to make good progress.

- 3.9 Pupils are competent users of information and communications technology (ICT). They develop their skills in researching, preparing presentations, word-processing, photography and videoing in the discrete ICT lessons and, on occasion, they use their skills to support learning in other curriculum areas. In interviews, pupils spoke positively of the recent introduction of coding and review of the ICT scheme of work, and they explained how they had been able to use new applications to programme their own logo. In a Year 1 and 2 mathematics lesson, pupils successfully manoeuvred a programmable toy to move to a specific destination on a grid developing their application of positional language and understanding of coordinates.
- 3.10 Pupils draw knowledge effectively from sources to which they have been directed but in pupil interviews they reflected that there were few opportunities to direct their own learning. Pupils have little opportunity to incorporate their own interests and ideas or make choices as to how their work is presented. They plan and organise their work effectively, read critically and reflect on the knowledge they have gained. This was seen when pupils collaborated to produce a newspaper report on monsoons and hurricanes in different locations across the globe. Pupils recall relevant information efficiently and can make links with other areas of study, as was seen in their detailed accounts of people of significance from history. Children in the EYFS benefit positively when the range of activities they initiate in the classroom provide the opportunity to actively engage in their learning. This was seen in a fine motor skills activity that further developed their knowledge and understanding of traffic light colours, building on their topic of road safety. The children in the EYFS were seen to successfully incorporate the outdoor area in their investigative activities to further deepen their understanding of plant growth, however, opportunities to explore and learn in the outdoor environment is not consistent for all children in the EYFS therefore not fully satisfying the recommendations from the previous inspection.
- 3.11 Pupils' attitudes to learning are positive overall. They enjoy a good rapport with all those who teach them, making good progress and growing in confidence as a result of teachers knowing them well and being alert to their particular needs. Pupils are unafraid to ask for help and appreciate that in most cases adults will enable them to resolve their own problems. Pupils were observed working with focus on independent tasks, but they do not always work well in collaborative activities.
- 3.12 Pupils enjoy a good level of success in a number of academic and extra-curricular activities, especially given the school's size; it actively supports their participating in, and celebrating success in, activities beyond the school including drama, dance and swimming club. A high number of pupils learn a musical instrument at school and have enjoyed the opportunity to perform in a range of concerts, assemblies and performances with groups outside of the school. Pupils' educational experience is also enriched by a wide range of visits to local places of educational interest and through a wide range of visiting speakers. In interviews pupils spoke enthusiastically about how their visit to Hampton Court helped develop their understanding of Tudor life and how their visit to the Thames gave them valuable practical experience on of river features.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils' strong sense of self-understanding is evident around school through their positive relationships with their peers, teachers and governors, which reflect the strong family ethos and aims of the school. The size of the school means that the staff know not only the pupils themselves well, but also their circumstances, strengths and needs. Pupils consequently feel secure and valued, and are thus able to flourish. Pupils' self-esteem is affirmed through the celebration of their successes in assemblies, and their self-confidence and self-esteem are further developed when they are given opportunities to take responsibility. By the time they leave the school, pupils have developed the skills necessary for the next stage of their lives.

- 3.15 Pupils embrace opportunities to make decisions; for example, they enjoy selecting from a range of extra-curricular activities and home learning projects, and enjoy deciding how they will promote anti-bullying in house assemblies. When children in the EYFS are offered opportunities to make decisions about their learning, by selecting from a range of activities within the classroom and outdoors, they enjoy following their own interests and enthusiastically share their experiences. Open-ended questioning by staff of the youngest children carefully guides and encourages them to think about the choices they make and the consequence of their actions. When challenged intellectually most pupils show great resilience, as was seen when pupils successfully negotiated the inclusion and removal of their ideas and opinions in a humanities project. However, some pupils need encouragement to persevere as they are not always adaptable or do not show appropriate levels of emotional maturity when challenged, as was observed with the youngest pupils when they were required to recall previously learnt information and apply it to the introduction of a new concept.
- 3.16 High levels of spiritual understanding is evident in the pupils' response to the school's Christian principles and teaching. In the regular assemblies, which are rooted in the school's Christian background, pupils consider the non-material aspects of life; for example they were encouraged to reflect on what personality traits makes a good role model, by considering the individual efforts and perseverance of people in their society. Many pupils play a musical instrument, expressed their appreciation of music and said how much they valued the many opportunities to sing.
- 3.17 Pupils develop a strong moral understanding, underpinned by Christian values and the aims of the school, and they have a clear sense of right and wrong; this is reflected in the good behaviour and courtesy seen throughout the school. Pupils understand and respect the school rules and expectations placed on them, and they accept responsibility for their own behaviour. Pupils usually challenge misbehaviour and unkindness when they encounter them and show little tolerance for bullying. All pupils and parents who responded to the questionnaire agreed that the school actively promotes good behaviour.
- 3.18 Pupils embrace the school's values and understand how to contribute positively to the school community. For example, house activities promote mixing between pupils in different years, and pupils collaborate well in house assemblies led by pupils, showing respect for one another. Pupils recognise and celebrate the achievements and contributions of their peers in assemblies. They work together in the school council to initiate elements of change across the school, with the support of the school leadership. They introduced the very popular 'chicken and chips' for Friday lunch, and also instigated new clubs such as gymnastics. Most pupils recognise that others have particular needs and they recognise the school's emphasis on recognising and celebrating that each individual is special, in line with their Christian principles. Pupils appreciate and celebrate the success and contribution of those who achieve at high levels in extra-curricular activities or who demonstrate talents developed outside school. Pupils are very aware of the needs of those less fortunate than themselves. This is developed through assemblies and talks by visiting speakers. Pupils raise funds for charities, chosen by the school council and school leadership team.
- 3.19 Pupils show a well-developed ability to reflect on matters of faith and religion which strongly reflects the school's aim. During interviews pupils showed a sensitive respect for those of different cultures and backgrounds. Pupils very much enjoy talking about their heritage and culture and they shared their enjoyment of learning about the customs and festivals of their peers and visitors. Thoughtful assemblies raise pupils' awareness of cultural diversity and respect as do topics covered in PSHE. Pupils across the school reflected on and celebrated diversity of culture during their projects on Black History Month, and they also positively commented on the range of musicians who came into school to celebrate their history and culture through traditional music.

3.20 Across the school, pupils show considerable understanding of how to stay safe and the importance of a healthy lifestyle, eating a balanced diet and taking regular exercise. Pupils are encouraged to bring in healthy snacks; they appreciate the opportunity for physical exercise in the nearby park as well as the opportunity for swimming. Pupils in EYFS gain a clear appreciation of the importance of road safety and fire safety from dedicated instruction on these topics and from visiting speakers. In interviews, the pupils spoke enthusiastically about the recent community sports event they attended where they had an opportunity to compete at different sports and also try out new sports such as boxing and fencing. Pupils have a good understanding of how to stay safe online, as a result of the comprehensive programme of personal, social and health education (PSHE). They demonstrate exceptional maturity when explaining the choices they can make to stay safe online. All parents and pupils who responded to the questionnaire agree the school encourages pupils to follow a healthy lifestyle.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils. 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

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|---------------------|---|
| Mrs Tracy Handford | Reporting inspector |
| Mrs Sophie Green | Compliance team inspector (Head, IAPS school) |
| Mrs Elizabeth Brown | Team inspector (Head, ISA school) |