

# The Green Room School Kingsley

1 Old Park Farm, Forge Road, Kingsley, Borden, Hampshire GU35 9LU

**Inspection date**

3 November 2020

**Overall outcome**

**The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## Main inspection findings

### Part 1. Quality of education provided

#### *All paragraphs*

- The Green Room School currently provides education for pupils aged 11 to 18. Pupils join the school needing to catch up with their learning in all subjects. Consequently, the existing curriculum, especially in English and mathematics, is already planned to meet the needs of pupils working within all four stages of the national curriculum. As such, this equips teachers to plan suitable learning for any new pupils joining the school in Years 5 and 6.
- Leaders have given appropriate thought to how the curriculum beyond English and mathematics would be delivered to pupils in Years 5 and 6. They plan to use a commercially available scheme of work to guide them in planning this aspect of pupils' learning. This looks likely to enable them to ensure that pupils develop suitable knowledge across a range of relevant subjects.
- The headteacher intends the curriculum will be delivered in a slightly different way for any pupils who join the school in Years 5 and 6. Pupils will be based in one classroom with one teacher, as is often the case in primary schools. Leaders anticipate this will provide younger pupils with the additional security of having their own space within the school away from older pupils.
- Personal, social and health education (PSHE) is already at the heart of the school's work with all pupils. There is a taught PSHE curriculum in place, which leaders ensure is covered in a coherent way but with flexibility in sequencing where pupils' circumstances warrant this. Additionally, opportunities exist for pupils to reflect and learn together about emerging issues, both within and beyond the school community. Leaders have given due consideration to how current planned work will need to be adapted for any younger pupils admitted to the school, so that content is relevant to their age and levels of maturity.
- The school's existing approach to assessment is coherent and suitable for use with any pupils joining the school in Years 5 and 6.

- If the school is granted permission to admit pupils from the age of nine, leaders anticipate recruiting at least one teacher with experience of teaching in a primary school. They recognise the expertise that this would bring around anticipating and managing some of the different practicalities of working with younger children. Leaders note that this appointment brings staff development opportunities for the whole school, through sharing experiences and expertise. This looks likely to provide benefits for pupils already in the school who may be working on learning that is well below what might be expected for their age.
- This part of the independent school standards is likely to be met if the material change to admit pupils from the age of nine is granted.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5*

- The school's ethos is focused on pupils' social development, linked to their identified special educational needs. Pupils' learning plans reflect relevant social and emotional development priorities alongside academic learning ones.
- The school's rural location provides pupils with a safe space to explore human interactions, respect and tolerance. With the arrival of a new school building, leaders have identified existing buildings and spaces that lend themselves well to being repurposed as spaces for reflection and thoughtful discussion, particularly for any younger pupils joining the school.
- Pupils access opportunities to develop their self-esteem, confidence and life skills as part of the planned curriculum. They are encouraged to take part in activities that support this, such as taking up new hobbies and engaging with businesses whose premises are next to the school site. This promotes pupils' understanding of their place within the wider community and helps to prepare them for the world of work.
- Leaders encourage pupils to contribute to their school and local community. For example, pupils help to grow produce that supplies the market garden run by pupils at the sister school in Windsor.
- Pupils are predominantly of White British origin. Leaders recognise the importance of pupils actively learning about cultures and faiths that are different from their own, planning this into the taught curriculum. Leaders commitment to this area is reflected in the school's behaviour code, which focuses on acceptance.
- Leaders already have useful links with visitors who come into school to work with pupils as part of their spiritual, moral, social and cultural development. Leaders are aware that, in some instances, visitors may need to adapt their approach or style to make it suitable for a younger audience, should the school begin accepting pupils from the age of nine.
- The evidence indicates that this part of the independent school standards is likely to be met if the school is given permission to accept younger pupils, as well as additional pupils aged 11 to 18.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7*

- The school's safeguarding arrangements are fit for purpose. The written safeguarding policy reflects current statutory guidance, although the version published on the school website was out of date at the time of this inspection. Leaders have adapted their policy appropriately to take account of the current COVID-19 (coronavirus) pandemic, giving particular regard to the potential impact on pupils' mental health.
- Staff and leaders have been trained to be able to carry out their safeguarding duties successfully. They demonstrate clear awareness of any additional vulnerabilities that may arise from pupils' specific special educational needs and take these into account when doing their work. Opportunities for staff to share relevant information about any concerns they may have about a pupil are planned into the school's working routines, to support timely action where it is needed.
- Leaders work closely with local authorities to pursue support for pupils they consider to be at risk. Where necessary, they are tenacious in this work, persevering until they are satisfied with the actions taken.
- Leaders have considered the implications of admitting younger pupils on their safeguarding arrangements. Leaders are alert to potential differences in risks and how their practice might need to adapt in order to manage risk effectively.

#### *Paragraphs 9 and 10*

- The school's written behaviour policy is shared with its sister school. It captures the school's promotion of positive behaviour and how this is encouraged and recognised. The effectiveness of the approach used is reflected in the very small number of significant incidents that are required to be recorded in leaders' records, and in the small number of exclusions from school.
- While the school's behaviour policy identifies circumstances where positive handling may be necessary, the headteacher notes not having used this approach since the school opened in March 2018. Pupils are encouraged to utilise the space afforded by the sizeable school site as a way of managing moments of particular tension. Nevertheless, all staff are trained in positive handling as a precautionary measure.
- Leaders describe their constant promotion of positive relationships as effective in managing potential bullying issues. Pupils are trained as anti-bullying ambassadors, learning about what bullying actually is and how to combat it. Adults seek to recognise and reward acts of kindness, such as pupils holding doors open for each other. Where tensions occasionally emerge between pupils, leaders involve pupils in identifying the reasons why and looking for ways to resolve them. As a result, reported incidents of bullying are rare.

#### *Paragraphs 11 to 13*

- Health and safety arrangements are fit for purpose. The school's written policy draws on the knowledge of relevant experts from beyond the school. Appropriate systems are in place to check that the policy is implemented consistently well. Routine checks make sure that the site is safe for pupils and that any issues that arise are addressed promptly.

- The school complies with regulatory fire arrangements. Fire alarms, evacuation routes and firefighting equipment is in place. Equipment is checked in a timely way to make sure that it remains fit for purpose. Records of fire drills show that adults and pupils know what to do if the fire alarm sounds.
- Arrangements are in place for administering first aid to pupils. A written policy identifies expectations for and responsibilities of staff.

#### *Paragraph 14*

- The school currently employs a large number of staff relative to the number of pupils on roll. This enables them to supervise pupils successfully throughout the day. All activities during the day, including at lunchtime, are planned and structured, with staff eating alongside the pupils. There are sufficient adults on site to enable staff to work flexibly, so that breaks can be taken if necessary and incidents can be managed.
- Leaders intend employing more staff if the school is given permission to expand. As well as teachers for the proposed primary phase, there are plans to increase the number of support staff, including those involved in the therapy provision.

#### *Paragraph 15*

- Admissions and attendance registers are in place for pupils currently in the school. These contain all of the information required by the independent school standards. Registration processes have recently been adapted to help manage the practicalities of signing pupils in at the start of the day, alongside increased hygiene arrangements linked to managing COVID-19.

#### *Paragraph 16*

- Leaders demonstrate a careful approach towards risk assessment and management. They recognise the potential extra risks linked both to being based on a farm and to pupils' additional needs. These are considered within the written risk assessment policy, which is shared with the sister school in Windsor.
- Risk assessments are fit for purpose and kept under constant review. Leaders are in the process of transferring paper records to an electronic system, in order to streamline their systems. All risk assessments, for pupils, activities and the site, have been amended to take COVID-19 into account.
- The school is likely to meet this part of the independent school standards.

### Part 4. Suitability of staff, supply staff, and proprietors

#### *Paragraphs 17 to 21*

- Leaders know what recruitment checks they are required to make for anyone coming to work in or volunteer at the school. They demonstrate a vigilant approach to making and reviewing these checks, recording them carefully in the single central register. All of the required vetting checks have been carried out on staff, members of the proprietor body and others who visit the school, such as the owner of the farm that the school is based on.
- Leaders say that the school does not use supply or agency staff. They feel that introducing unfamiliar adults to the school would be unsettling and unhelpful for the pupils. In the event of staff being unwell, they have additional capacity within the

existing staff body to be able to manage in all-but-exceptional circumstances, in which case they have contingency plans in place. Nevertheless, they know what checks they would be required to make if it became necessary to employ supply or agency staff.

- The school is likely to meet this part of the independent school standards.

## Part 5. Premises of and accommodation at schools

### *All paragraphs*

- The school is based on a section of a farm, adjacent to the farmer's house. Access to the farm, school and a number of industrial units next to the school is via a buzzer-controlled gate. The section of the site used by the school is segregated by fencing and gates. These internal gates are currently being left open in order to help manage COVID-19 infection risks. However, no pupils are left alone on the site, minimising the risk of them absconding or coming into contact with an unsuitable adult.
- A new, modular building has recently been installed on the school site. This is intended to become the main inside space for the school, comprising classrooms, toilet facilities and a changing/locker-room space for pupils. Facilities for specialist teaching, such as for science, are in the process of being installed, along with suitable furniture. This building is light, bright and fit for purpose, providing sufficient capacity for the additional pupils asked for in the material change request.
- Presently, the 'bungalow' building is used as a main teaching, dining and administrative space. It meets the needs of pupils currently in the school. Leaders intend repurposing this building as a base for primary-aged pupils and with quiet space for therapeutic work. It is suited to these plans.
- There is space for pupils to play and exercise outside. Pupils are actively engaged in the upkeep of animals on the farm as part of their learning. In the event of wet weather, there is a large indoor barn space for pupils to use for recreation. It is also used for teaching the practical aspects of construction, such as tiling, painting and plastering.
- Toilets and changing facilities meet the requirements of the independent school standards. Hand-washing facilities are in place, with hot water that does not pose a scalding risk. A shower is available for older pupils to use after physical education sessions.
- Appropriate facilities are in place to care for sick and injured pupils. The medical room is adjacent to toilet facilities and running water. Secure storage is in place for any medicine brought into school, such as asthma inhalers.
- The school is likely to meet this part of the independent school standards if both of the requested material changes are granted.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34*

- The school's ethos is clearly established, with pupils' welfare and personal development at the core. Leaders, staff and representatives of the proprietor body present as being equally invested in doing their best for the pupils in their care.

- The headteacher demonstrates a clear understanding of her responsibilities as leader of this school. She is equipped with the knowledge that she needs to carry out her role effectively. She shows unwavering commitment to the school and its ethos. She benefits from useful support from the co-chief executive officer of The Green Room Foundation, who is predominantly based on this site and is actively engaged in the day-to-day work of the school.
- Leadership structures within The Green Room Foundation provide useful opportunities to promote support and accountability at all levels. An executive group oversees operational matters and provides a useful source of information to the proprietor body. An advisory group of parents lends additional expertise about the special educational needs that the school aims to cater for.
- Members of the proprietor body have the skills and expertise needed for their role. They are sensibly considering ways to future-proof their group so that they can continue to provide appropriate support and challenge as the school grows and develops. Since March, their collective engagement with the school has been impeded by COVID-19, which has restricted members' opportunities to meet each other or visit the school.
- This part of the independent school standards is likely to be met if the material change requests are granted.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## School details

Unique reference number	145479
DfE registration number	850/6094
Inspection number	10166939

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material changes that the school has applied to make.

Type of school	Other independent special school
School status	Independent school
Proprietor	The Green Room Foundation
Chair	Ray Sawyer
Headteacher	Danielle Haxby
Annual fees (day pupils)	£37,500
Telephone number	01420 487 706
Website	<a href="http://www.thegreenroomschool.com">www.thegreenroomschool.com</a>
Email address	<a href="mailto:info@thegreenroomschool.com">info@thegreenroomschool.com</a>
Date of previous standard inspection	3–5 October 2018

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 18	9 to 18	9 to 18
Number of pupils on the school roll	20	30	30

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	20	30
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	20	30
Of which, number of pupils with an education, health and care plan	20	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	20	30

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	8.4	9.4
Number of part-time teaching staff	0.6	0.6
Number of staff in the welfare provision	5	8

## Information about this school

- The Green Room School Kingsley is an independent special school. All pupils have a diagnosed special educational need, mainly autistic spectrum disorder and/or attention deficit disorder. Some have social, emotional and mental health needs. All pupils have an education, health and care plan.
- Pupils are referred to the school by their local authority. Typically, this is because pupils are unable to access mainstream education successfully. Pupils attend the school full-time. No pupil attends an alternative provision.
- The school is owned and run by The Green Room Foundation Ltd, which has another school and sixth form in Windsor, catering for pupils with similar needs. The Green Room Foundation Ltd was previously known as Everyday Arts Limited.

- The school operates from a single site, based on a farm. A brand-new modular building has recently been erected to provide additional indoor teaching space. This building is not currently being used by pupils.
- The school was judged to be outstanding when it was inspected by Ofsted in October 2018. The headteacher and proprietor body personnel are the same as at the last inspection.

## Information about this inspection

- This inspection was commissioned by the Department for Education in response to the school's request to increase the number on roll to 30 pupils. The proprietor body also asked for a change to the age range admitted by the school, to incorporate pupils from the age of nine.
- This is the school's second request for a material change. In April 2019, it was inspected and granted permission to increase the number of pupils on roll from 15 to 20.
- I met with the headteacher, school business director, and the chair of the proprietor body. I also spoke to a number of other school staff, including the current leaders of English and mathematics. I toured the school site, speaking briefly with staff and pupils. I reviewed a range of documentation, including various policies and school records.
- This inspection was carried out during the COVID-19 pandemic, following the government guidelines and the school's risk assessment.

## Inspection team

Kathryn Moles, lead inspector

Her Majesty's Inspector

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