

The Green Room School Kingsley

1 Old Park Farm, Kingsley, Bordon, Hampshire GU35 9LU

Inspection date

25 April 2019

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

Main inspection findings

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- Safeguarding is effective.
- The safeguarding policy includes the latest government guidance for safeguarding and is published on the school's website. The school has designated leaders for safeguarding who have received appropriate training. Leaders work closely with the other school within the trust to ensure that safeguarding procedures and practice are thorough.
- Staff receive regular safeguarding and child protection training. This includes reminders about what to look out for that might indicate that a pupil needs help, and updates on the latest government guidance. For example, staff have recently received training on 'county lines' issues.
- Staff communicate with each other very regularly throughout the day about any concerns they may have, so that they can put in place timely extra support for individual pupils as needed. Staff record concerns electronically. Leaders use these records to spot patterns of behaviour and to build up a picture of a pupil's needs. Leaders liaise with outside agencies where necessary to get extra support for pupils. They also employ a therapist who provides counselling support for pupils. Records show that concerns are thoroughly dealt with and that appropriate help is given to pupils and their families who need it.
- Safeguarding practice is reinforced by strong relationships and a deep knowledge of each pupil. Staff are acutely aware of the specific vulnerabilities of pupils with special educational needs and/or disabilities (SEND). Appropriate procedures are in place to ensure that these pupils are safe and know how to speak up if they have any concerns about their well-being, welfare and safety. For example, pupils take part in discussions about their personal safety during personal, social, health and economic (PSHE) education lessons. Leaders make sure that there is a warm, friendly and trusting atmosphere in the school, so that pupils feel safe to talk about their worries and can be confident that their concerns will be listened to and acted on.

- Pupils' attendance is monitored closely. The school contacts parents immediately if a pupil fails to attend school and no prior notification has been received. As a result, unauthorised absence is very low.
- Leaders have considered the potential safeguarding issues for the school if they admit more pupils. They recognise that narrow corridors and routes between classrooms are potential points of concern for some pupils with SEND who need a lot of personal space. The current system for moving around the site for 15 pupils works well so that pupils do not come into conflict with each other. Increasing the role by five more pupils is unlikely to create further problems. Twenty pupils should be able to use the indoor spaces very well and will be likely to be able to move around the site safely during transitions.
- Leaders know that should they consider taking on more pupils in the future, or taking on pupils of a younger age, they will need to consider further the use of the facilities so that they maintain the current friendly, kind ethos that means that pupils know that they are valued as individuals in this school so as to feel safe.

Paragraph 11

- The health and safety of pupils and staff are of principal importance to school leaders and the trust. There is a comprehensive health and safety policy in place, which is implemented and consistently applied by staff. This is essential due to the vulnerabilities of pupils and the rural nature of the school.

Paragraph 12

- Leaders ensure that the Regulatory Reform (Fire Safety) Order 2005 is adhered to. They carry out regular fire-safety risk assessments and have acted quickly on the minor recommendations made. For example, fire doors have been fitted with new seals and automatic closing devices, and fire exits are clear from clutter.

Paragraph 14

- Leaders have considered carefully the needs of pupils as described in their individual education, health and care (EHC) plans when deciding on the number of staff to employ in the school. Consequently, the ratio of staff to pupils is relatively high. There is already additional teaching capacity in school to cope with an extra five pupils. Leaders plan on recruiting two additional support staff to further complement the staff team, should the material change be implemented.
- Pupils are supervised carefully throughout the day, while they are on the school site and when off-site experiencing trips and visits. Staff keep in contact with each other regularly throughout the day, including through using walkie-talkies to make certain that they can seek additional support if required. Staff have been trained in positive handling techniques and are skilled in managing pupils' behaviour. As yet, they have not had call to use this training. However, the knowledge gained from the course means that they are well prepared should the use of such techniques become necessary.

Paragraph 16, 16(a), 16(b)

- Risk assessments are completed at all levels of provision. This includes site safety for all the different buildings in the school, and risk assessments for working with the different animals on site. This ensures that risks associated with the school environment

are minimised. For example, pupils wear hard hats and are accompanied by a trained adult when feeding the horses.

- Staff consider the needs of individual pupils very carefully. Each pupil has their own risk assessment which references their own EHC plan as well as any other issues identified by the school and through further consultation with the pupils and their families. This enables pupils to be safe in school and to manage their social and emotional needs well.
- Risk assessments for all trips and visits are detailed and systematic. Staff carefully consider the potential hazards and risks that outings present to pupils. They act to reduce these risks and review and reflect on their risk assessments regularly.
- The school is likely to meet the standards in this part.

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

Paragraphs 17, 18, 19, 20 and 21

- The school's recruitment processes are robust, thorough and secure. Leaders follow government guidance on safer recruitment, including checking for gaps in employment and taking references which specifically ask about suitability to work with children. These are scrutinised fully by leaders before any offers of employment are made.
- Pre-employment checks are carried out for all staff and adults associated with the school. They are recorded in an exemplary manner on the single central record of staff checks, which is comprehensive, clear and kept securely.
- The requirements of this part of the independent school standards are met.

Part 5. Premises of and accommodation at schools

Paragraphs 23, 24, 25, 26, 27, 28, 29, 30 and 31

- The school meets the independent school standards in Part 5 and is likely to continue to do so if the material change is implemented.
- The increase in pupil numbers requested by school leaders can be accommodated within the current site because there are sufficient classrooms available for pupils, and substantial additional buildings and outdoor spaces in the farm which forms part of the school.
- The school is secure, with exits supervised and pupils closely monitored. The outside spaces are potentially visible to members of the public working in adjacent areas. Safeguarding procedures to ensure that pupils are never alone are entirely appropriate.
- There are adequate toilet, washing, changing and showering facilities. The toilet is a secure single space for pupils' sole use. Staff have access to a separate toilet. The toilets have hot and cold running water of an appropriate temperature. There are plans for expanding the number of pupil toilets and shower facilities available for pupils to meet the needs of the additional number of pupils in the school should the material change take place.

- A medical room is available for pupils to use if they are feeling ill or in need of medical attention. There is a portable basin within the room and a toilet is located opposite the medical room. The medical room contains a lockable cabinet for controlled medication. This facility is also used as an office space, but is vacated when used for providing medical care.
- There is drinking water available throughout the day from several places in the school, and is clearly marked as such. Additionally, all pupils have individual water bottles that they have access to throughout the day.
- The school is situated in a very quiet rural setting. Pupils spend much time outside, benefiting from natural daylight. Inside, the quality of acoustics and lighting is good. Where some barn spaces do not have windows, appropriate artificial lighting is provided. External lighting is in place so that pupils and adults can move around the school safely before and after daylight hours.
- The school is well maintained, tidy and secure. Animals are kept securely, and pupils are well trained in how to interact with them safely. There are some purposeful features which enhance the school's ethos and add value to pupils' well-being. For example, the arctic cabin provides a safe place for counselling and also provides a group discussion space for PSHE activities. The 'maker space' is used well to develop pupils' practical skills.
- There is a substantial amount of outside space for pupils to learn, play and exercise in. Physical education also takes place in the 'maker space' building. In addition, some pupils access a local gymnasium and horse-riding centre.
- The school has clear and effective plans to expand the facilities and school site to provide additional provision for an increase in pupil numbers. This includes taking over a large barn to be used as additional classroom and learning space, and building more toilet, changing and shower facilities. Some temporary buildings will be removed to create better access between the current school buildings and the new one. New areas will be enclosed in fencing similar to that used currently to keep the site secure. All these facilities will be in place by September 2019 if permission is granted for the material change.
- These standards are likely to be met if the material change is granted.

Part 6. Provision of information

Paragraph 32(1)(c)

- The school's safeguarding policy is published on the school's website. Therefore, this standard is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders have taken effective action to plan for the proposed expansion in numbers. This includes planning for additional staffing, amending the timetable and enlarging the school site to accommodate an additional building and toilets. Plans for the use of

a new barn are entirely in keeping with the rest of the school and add value to the pupils' experience through providing an additional large space to be used creatively, for example for sport and trade activities.

- Throughout their planning, leaders have been thorough in taking account of the needs of the current and future pupils who attend the school. For example, although the site could accommodate a larger number of pupils than 20, leaders do not want to increase the size of the school too quickly as this might be detrimental to vulnerable pupils' feeling of safety and security, adding to pupils' anxieties. The school does not plan to take on the extra five pupils all at once, recognising that each new pupil needs personal attention to help them to settle in to the school and to know that they are being invested in.
- The school's planning and self-evaluation are highly effective. At the school's last full inspection, the school was judged to be outstanding in all categories, demonstrating that leaders and those responsible for governance know and understand well their responsibilities in running a school. Leaders know and have implemented the requirements of the independent school standards in detail. Trustees hold leaders to account well and have high aspirations for pupils.
- Leaders and staff clearly prioritise pupils' welfare, health and safety. Risk assessment and safeguarding procedures are fully in place and work very well to keep pupils safe and reduce their anxieties. Pupils seen around the school are welcoming, friendly and typically calm, reflecting the strong ethos and positive relationships built by leaders and staff.
- These standards are likely to be met if the material change is 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 that are relevant to the material change.

School details

Unique reference number	145479
DfE registration number	850/6094
Inspection number	10099818

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 change that the school has applied to make.

Type of school	Other independent special school
School status	Independent special school
Proprietor	The Green Room Foundation Ltd
Chair	Ray Sawyer
Headteacher	Danielle Haxby
Annual fees (day pupils)	£37,500
Telephone number	01420 487 706
Website	www.thegreenroomschool.com
Email address	infoGRK@thegreenroomschool.com
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	11 to 18	11 to 18
Number of pupils on the school roll	15	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	9	20
Number of part-time pupils	6	0
Number of pupils with special educational needs and/or disabilities	15	20
Of which, number of pupils with an education, health and care plan	15	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	15	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7	8
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	0	0

Information about this school

- The Green Room School Kingsley is a mixed independent day special school. It is part of The Green Room Foundation Ltd, which runs a similar school in Windsor.
- The school opened in March 2018. It received a full inspection in October 2018 and was judged as outstanding.
- The school is registered for up to 15 pupils. There are currently 15 on roll.
- The school provides alternative provision for pupils with SEND and who can no longer access mainstream education. Pupils' needs vary but can include depression, anxiety and emotional disorders. All pupils have an EHC plan.
- The school is located on a farm in a rural part of Hampshire. All pupils participate in daily farming activities, such as animal husbandry, as part of the school's curriculum.
- The school uses a combination of therapeutic, academic, creative and physical education to support pupils' learning and personal development.
- The school teaches the national curriculum. Pupils study a range of subjects, including English, mathematics, design technology, equine studies and science. Pupils work towards GCSEs and BTEC National Diploma qualifications.
- Pupils are referred to the school by four local authorities. Pupils join the school at different times during the school year and at different ages. Their length of stay in the school varies according to their individual needs.
- The school does not make use of any alternative provision.
- Since the last inspection, demand for places at the school has grown, hence the request from the school to the Department for Education (DfE) for additional capacity to admit up to 20 pupils.

Information about this inspection

- The inspection was commissioned by the DfE because the school has requested to increase the total number of pupils it can admit from 15 to 20 pupils.
- The inspector met with the headteacher, who is also the designated safeguarding lead (DSL). She also met with the school business manager, a deputy DSL and a trustee. The inspector also met with the executive headteacher, who is also the chief executive officer and proprietor for this school.
- The inspector toured the school site and checked documents relating to health and safety, safeguarding and staff recruitment.
- The inspector spoke informally with some pupils and teachers during lessons and at lunchtime.

Inspection team

Catherine Old, lead inspector

Her Majesty's Inspector

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