



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR GLENESK SCHOOL

DfE No: 936/6181

The key inspection judgements for this school are:

The quality of education	Outstanding	1
Pupils' personal development	Outstanding	1
Safeguarding pupils' welfare health and safety	Outstanding	1
Leadership, management and governance	Outstanding	1
Effectiveness of the Early Years' provision	Outstanding	1

Compliance with the Independent School Standards:

The school meets the regulatory requirements of schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Compliance with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Compliance with the requirements of the Early Years Foundation Stage:

The school meets the requirements of the Early Years Foundation Stage.

Date of inspection: 7-9 March 2017

SECTION A: SUMMARY OF MAIN FINDINGS

The quality of education provided by the school is outstanding. All children make at least good and many make outstanding progress. Achievement is outstanding because teaching is consistently of a very high quality. Teachers are well prepared and use resources effectively which challenges and supports all children including those with special education needs and/or disabilities (SEND). Learning is exciting because the teachers ensure that children receive many first-hand experiences supported and enriched through visits, visitors and extra-curricular activities. Children respond well to the curriculum offered although they do not have enough opportunities to use technology, including information and communication technology (ICT), on a regular basis in a variety of lessons.

Personal development is outstanding. The children are very confident learners with impeccable manners. They listen attentively to one another and respect the views of others. They always behave extremely well and do as asked. They eat pleasantly at lunch time with good manners. They show sympathy and care for others including animals in their care. Children are safe at this school. The school ensures that their welfare, health and safety procedures are rigorous, up to date and followed.

Leadership and management of the school are outstanding with strong processes in place to ensure the school runs smoothly. The headteacher, with other leaders, has re-written the School Improvement Plan and reviewed and updated all the policies. Care, wellbeing and a rigorous and ambitious education programme are a central part of the school's ethos. The systems are all monitored effectively by the leadership team and governors. The school is rightly looking at extending the outdoor provision and moving the library so that they become more accessible.

The Early Years provision is outstanding where children start school in the nursery and receive a seamless transition through to Year 1. Children are monitored closely to ensure that they develop their key skills as well as becoming sociable people, understanding the needs of others. Play and outdoor learning form an integral and strong part of the Early Years provision enabling children to learn in different environments and in different ways.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- as stated in the school improvement plan, improve the outside learning areas and relocate the library to ensure they support the curriculum and learning even better; and
- raise the profile of information and communication technology across the school to enable it to become another intrinsic tool for learning.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE). The school was given two days' notice of inspection.

In reaching their judgements, the inspectors observed lessons, scrutinised documents and children's work, checked compliance with regulations, attended assembly, watched children arrive and leave school, talked to staff, parents and children, ate lunch with the children and interviewed key staff and a governor. The inspectors were:

Reporting Inspector:	Mrs Linda Kelsey
Team inspectors:	Mr David Collard

INFORMATION ABOUT THE SCHOOL:

Glenesk School was established in 1927 and has been owned by Cognita since 2005. It is a non-selective, co-educational pre-preparatory and nursery school situated in East Horsley, Surrey. A new headteacher was appointed in September 2016 following the retirement of the previous headteacher. Since then the school has restructured the senior leadership team to reflect the numbers of children at the school. Numbers fell due to parents' uncertainty over the appointment of a new headteacher last year but are beginning to rise once again.

This senior leadership team consists of the headteacher, deputy headteacher and head of early years who has recently been appointed. A part-time business manager has joined the school and the recruiting of a full-time business manager is currently being advertised. Glenesk School has a broadly Christian ethos and places an important emphasis on academic, personal and social skills required for life. It aims to enable children to move to their first choice of schools in the local area.

Children leave at the end of Year 2 to join a variety of local, co-educational and single sex independent schools. The school provides wrap around care from 7.45 am - 6.00 pm, a range of school clubs and holiday play schemes. Thirty-six children receive nursery funding through the early years funding scheme.

The school was last inspected in March 2014

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is outstanding.

Pupils' learning and achievement

Children' learning and achievement are outstanding. On entry to the school achievement is broadly in line with that expected. By the end of Reception an above average proportion have achieved or exceeded expectations in all areas and are very well prepared for full-time education. Many of the younger children use their good literacy and numeracy skills well. This helps them in their later learning at the school, such as their developed curiosity and imagination to enable them to become good writers. Through Years 1 and 2, progress in literacy is at least good for all and outstanding for many. Children's reading skills are well above the level expected for their age. By Year 2, many children happily write lengthy and coherent stories using vocabulary for effect, correct punctuation including paragraphs, speech marks and commas. Many can use comprehension skills to infer meaning and use play scenarios effectively. The school is rightly in the process of moving the library to ensure this further enhances children's ability to work independently, allowing them to independently choose books and undertake research. In numeracy, older children can calculate and write number problems with accuracy and understand the use of estimation. For example, in a push/pull forces science lesson children used their mathematical skills to determine how far a cart would travel across different materials while using scientific knowledge to determine how to make a fairer test. Basic technological skills of children are well developed but opportunities to use these across all subjects are not always exploited so children are not seeing these as another useful tool for learning. Children with SEND make similar levels of progress to others against their own starting points. For example, one child who has problems with touching textures was encouraged to try feeling various materials while another was encouraged to develop gymnastic expertise to improve his gross motor ability which in other circumstances he would find difficult.

Children's understanding of the world is excellent. They can recall events they have learnt about and many can relate these to their own experiences. They know, for example, that residents in London could not have phoned for the fire brigade in 1666. Children's are active participants in sports, music and art. By the end of Year 2, almost all pupils are able to swim and have experienced a wide range of different craftwork. This broad range of high achievement means that by the time they leave school, all children, irrespective of their ability, are able to move to the schools of their choice.

The quality of teaching and assessment

The quality of teaching and assessment is outstanding. Teachers have excellent subject knowledge, high expectations and know how to inspire children to be excited about learning. They prepare lessons very well ensuring that a varied range of strategies are used constantly. This may include individual, peer or group work, inside and outside experiences as well as a very good balance between formal and informal learning. This all encourages children to concentrate

on what they are doing, behave exceptionally well and always try their hardest. The success of the teaching methodology can be seen in the well-presented books, the buzz of activity, the high levels of progress and the vibrant classroom displays. In addition, children show a keen interest in completing other work at home, such as their story books or by specific homework.

Teachers utilise the whiteboards well to engage interest and to help children use their full range of senses. When interest is seen to flag, teachers confidently change the approach, perhaps by using simple 'brain-gym' activities or by allowing further discussions. Questioning is used to gain an understanding of what has been learnt, often by the use of open-ended secondary questions to ensure that a point is clearly understood. As a result, children's responses are often detailed and show a desire to know more. On occasions, learning could be further enhanced by the use of technology as part of the lesson, such as by looking up information, recording using cameras or by collating data.

Support for those with different abilities is planned for well and regularly identified in planning or when a teacher assesses and corrects it in the lesson. This may take the form of different tasks or by offering individual support. Those with special educational needs are provided for very well using individual plans or specific support from an adult or from the other children. Similarly, those showing particular talents are known well and provided with extension activities.

Assessment procedures, including marking, are developed well and the school is rightly looking at how these could be further improved to provide more detailed information that can be used to develop future planning. The recent introduction of commercial assessment programs linked to pupil performance have improved procedures well, enabling both quicker identification and parents to be better informed about their child's achievement.

The quality of the curriculum

The quality of the curriculum is outstanding. In September 2016, the school undertook a review to incorporate even more experiences across a wide variety of areas. A comprehensive new range of topics underpins the work that takes place and teachers have innovatively incorporated links between subjects. This has ensured the curriculum produces a broad balance of experiences allied to the specific requirements within each subject. It is all correctly aimed at inspiring curiosity and excitement and is apparent in the teachers' and children's enthusiasm in lessons. In Year 2, children were excitedly learning about money problems by buying goods from the bakery named after the one that started the Fire of London. In Year 1 children were learning about traditional tales linked to their topic about castles. These all provide children with a purpose and relevance to new learning. Teachers use many of their own resources to enhance the lessons while children willingly bring in many of their own items to share.

Extra-curricular activities are wide ranging and varied. They include a high take-up for sports, music and art, dance and drama as well as other whole-school enrichment activities such as the Rainforest Roadshow and a Superhero day. The curriculum is further enhanced through the use of the recently developed outdoor area where children are able to search for mini-beasts, look after

chickens and learn about symmetry by building giant butterflies. At the early morning club, the TV has been removed and children are now able to sew and play, read books or use construction toys. The after school 'stay and play' club has equally exciting and innovative opportunities for a range of activities where children enthusiastically join in.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of pupils' personal development is outstanding. Children are very confident learners with impeccable manners. This is demonstrated both in lessons and when they are away from direct adult support. For example, those in Year 1 and 2 happily discussed their opinions about school during their lunch and about the schools they were hoping to move onto. They listen attentively to one another and respect the views of others. If one pupil dominates a conversation another will quite happily and carefully interrupt to allow others to share the discussion.

The school's spiritual, moral, social and cultural provision is of excellent quality. It evolves intrinsically through assemblies and lessons, all at an age appropriate level. In one assembly, the teacher cleverly used a treasure box and dustbin for children to place their thoughts about moral issues, illustrating that when we make choices we should be guided by our moral judgements. The youngest children are able to place their pictures in a worry box should they have any concerns and are unable to write these down. The school uses the expertise of adults to share experiences about different religious celebrations. Children are developing a very good understanding of why bullying should not happen and the older children are able to distinguish this from 'children being bossy'. Children develop an increasing understanding of healthy and safe lifestyles through specific lessons. They thoroughly enjoy playing in the newly developed 'mud play areas' but can knowledgeably explain that they must be careful and make sure they wash their hands when they have finished. The children enjoy their well-prepared and healthy lunches. The success of this can be seen in the number of children who are keen to have 'seconds' and even 'thirds'. Cultural development and knowledge of the wider world, such as universal aspects of equality and fairness, are reiterated in lessons and specifically planned within curricular areas. Children enjoy talking about different cultures, many having travelled or lived abroad and have an age appropriate understanding of British law and values.

Behaviour around the school is exemplary due to the excellent support from adults and from children knowing what is expected of them. Even the small number of children who find it more challenging to act sensibly and sensitively within a group are quickly diverted and supported by adults to other activities before any issues becomes serious. Good quality care and guidance to children have been a tradition in this school. All children are very keen to learn and to contribute to class, group and peer discussions across all areas of the curriculum. Many have strong moral values which are seen in the significant friendship groups and when they have to work with those from other groups. They rapidly share ideas and want to find out more. Children can explain the processes of the election for their school council, why this was conducted in this way and even compare the similarities to the recent elections in the United

States. Many children proudly display their badges for specific roles such as music monitor and very willingly take on new roles when they are on offer. They take part in an increasingly broad range of activities outside school such as through music and support of a local charity for which they are presently raising money for a sports wheelchair. Attendance is around the national average although is sometimes adversely affected by local bouts of illness particularly with the younger children. Almost all children arrive punctually to school and quickly move to other classes so no time is lost.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

Safeguarding pupils' welfare, health and safety is outstanding and all regulations are met. There is a strong culture of vigilance and security throughout the school. Areas are sectioned off and secured and children are safe and well protected by adults at all times. All policies have been recently reviewed and safeguarding arrangements are fully in place including protection against radicalisation and extremism. Training and updating for staff is regular, and teachers have clear delegated responsibilities. They make use of the 'hot topic' (recent educational changes) at staff meetings to keep themselves up to date and make use of recent online training. Teachers are all confident that they can speak to the Designated Safeguarding Lead who is supported by a deputy in the Nursery class.

There is safe recruitment and vetting of all staff. Staff are stringently checked for their suitability to work in the school. No temporary or supply staff are used. Visitors and parents are carefully monitored on entry.

Fire checks are regular; thorough and detailed records are kept of extinguisher checks and fire practice routines. There is a medical room and medicines are securely locked. Children are met daily by school staff and checked safely inside the school building. Parents are able to drop children safely within the school grounds and cars coming to and from the building are rigorously supervised to enable dropping off and picking up to be completed safely and without stress. Attendance is monitored and lack of attendance at the school is followed up promptly. Any incidences of harm such as cuts or grazes are logged and include actions to follow up.

Children know who to talk to when they have problems and there are rarely concerns raised by them. There is no bullying reported and children say they know how to deal with this. Children understand how to keep healthy; many participate in sports and exercise through class lessons or extra-curricular activities such as Judo and swimming. The outside areas are big enough for children to collaborate, run around, and play games. Equipment and toys outside are checked regularly and supervised when used. Resources support a good quality of outside learning encouraging children to go outside and enjoy fresh air. Swimming is taught regularly using the school's indoor pool specifically designed for teaching swimming to young children. Delicious fresh food is cooked daily by the knowledgeable school chef and all children, including the youngest, have a lunch with fresh vegetables, fruit and sugar free desserts.

The school undertakes rigorous risk assessments for outings and activities in and away from the school and children are very well supervised at all times. There is a high adult to pupil ratio. Internet safety was raised as a concern by a small number of parents in the questionnaires. The school addresses this matter through school assemblies and parents' evenings, but it may be that those parents who were unable to attend the specific e-safety sessions are unaware of the school's approach to e-safety. In light of this, the school is considering how to best share the information with them. Attendance and admissions registers are monitored and checked. Any concerns are quickly followed up by the office.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Leadership and management are outstanding. There is a strong sense of vision and commitment to school improvement. Leaders are ambitious in wanting to achieve high standards both academically and personally, while raising the numbers of children at the school. The school is highly focused on ensuring children are safe and well protected while at school. One of the key strengths is how well all staff work towards these common goals. The school is fully inclusive and strives to provide a whole service to parents including a high quality education and full wrap around care to support working families. The school meets its aim of enabling children to move to their first choice of schools in the local area.

The senior leadership team has appropriate expectations that teaching should be of high quality with an emphasis on learning through discovery and play throughout the school. The headteacher is keen to extend the learning environment outside to enhance the experience of the children through woodland gardens, nature trails and caring for animals. Leadership is inclusive enabling ideas to be aired and shared. The school improvement plan recognises that systems which have worked well in the past should be maintained. However, with some adjustments to how the accommodation is used, the introduction of a new assessment system, and stronger evaluations of teaching learning linked to performance management, leaders can demonstrate well that the school will continue to improve.

There are strong and professional relationships between staff. Recent improvements in the evaluation of teaching include peer assessment and managerial development has improved understanding and consistency of outstanding teaching. Training is ensuring that school staff are kept up-to-date and supported in their own professional development which has resulted in most of the lessons being meaningful, purposeful and relevant to the children's needs. This results in achievement which is consistently high across the school.

The experienced headteacher has a proven track record of achieving success. The day-to-day running of the school is highly efficient and purposeful. Staff help by visibly greeting children as they arrive at school ensuring a good start to the day.

The school premises are fit for purpose and meet the needs of the age range of the children. There is a school hall, indoor pool, playing field, hard and soft play areas and a secure outside learning environment accessible from most of the classrooms. Improvements to the building will ensure that better access to outdoor learning will be provided for the Reception classes this year. Resources for learning are plentiful, although the library on the second floor is not easily accessible for the youngest children. However, there are plans to relocate this centrally on the ground floor.

Parents are overwhelmingly positive and supportive about the school both in the returns of the questionnaire sent out prior to the inspection and when talking to inspectors. They raised concerns about e-safety, even though the school has held two evening meetings to cover this. There have been a few complaints made to the school but these have always been resolved in an informal way and recorded. The school has a suitable complaints procedure, made available from the school website.

Governance

Governance is encouraging and supportive, providing a listening ear to the school and acting well upon recommendations and ambitions for future success. They have quickly appointed a temporary bursar until the new appointment is made. The proprietor holds the school to account with regular and focused visits using a panel of experts. The Chairman, an experienced school manager, monitors teaching and learning and ensures that all regulations are met. Classes have been visited and the budget monitoring ensures that the school achieves value for money. The Chairman acts as a critical friend and mentor to the school. He ensures thereby that the management of the school runs smoothly.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

This outstanding area of the school is striving to become even better through its strong and knowledgeable leadership. The seamless way that children move between the inside and outside learning areas enables them to grow in confidence in a secure and welcome environment. It is fun to be at school.

The Early Years team work very well together and are ably led by the Heads of Early Years and Nursery. Children make an easy transition from Nursery through to Rising Reception and Reception classes. Outside play areas are shared and there are good plans to extend and improve this to enable the nursery to become a more integral part of the whole Early Years department. All teachers and support staff work very well together. They have a deep understanding of how very young children learn and develop, through their own curiosity, independence and sociability.

Teachers set high expectations and the teaching quality is outstanding overall. Teachers are well supported by assistants who are all experts in their field with a thorough understanding of Early Years' education. Subject knowledge is excellent with a range of different teaching styles used to engage children in wanting to join in and learn. In one lesson in the nursery, a group of children

enjoyed the story of the Princess's bedroom and behind the teacher they could see the bedroom all set out ready. Teachers used this opportunity and level of excitement to develop language skills where some children had brought in their own toys to put in the bedroom. In Reception, the interactive whiteboard was used to read the story electronically about Baboon missing his family after arriving on planet Earth. Here the teacher used sound blends with prompt cards and extended the children's thinking to ask them how would they feel emotionally about being on their own and what would they miss most. In another class, the teacher organised challenging activities about 2D and 3D shapes and enabled a more able group to start thinking about properties of 2D shapes.

All areas of the Development Goals are taught from an early stage with a high emphasis on communication and social skills. There is effective monitoring of assessment through a programme which tracks children's progress and enables teachers to identify the next stages of learning. These are then incorporated into future plans.

Children want to come to school. It is a safe and secure place to be and children have excellent attitudes, at a very young age, about joining in and having a go. They are excited and confident by the activities set out for them to choose such as "when some aliens arrived unexpectedly". They respond well to more formal settings, such as sitting at a table to eat lunch or spending time on the carpet listening to a story or exploring resources put out in front of them. They move easily around the school, when going to music or outside to play. Behaviour is outstanding and they feel safe in their environment whether learning through play inside or outside the classroom. There are good links made to their personal life at home and children become, in a short space of time, highly motivated learners, enjoying their new discoveries and making progress while still being able to be children in a rich and vibrant environment.

Children's attainment is well above national expectations across the Early Years classes. The children quickly become confident and sociable in the Nursery class. Most children speak confidently about their soft toys and about their own experience of going to bed. They can count the number of teddies in the Princess's bedroom and a few can count to ten with help. Children quickly adapt to sharing things and working together with someone else whether adult or child. By the time children reach Rising Reception classes they can confidently recognise individual numbers and many are counting beyond ten recognising numbers and their place value such as 13 and 18. More able children in Reception class can name all of the 2D shapes correctly and many can name most of the 3D shapes as well. Children name farm animals, and use water play for pouring and netting objects talking about which float and which sink. Some older children in the afternoon class investigated worms carefully and are able to express how they live in an underground habitat, are slimy and can wriggle. In Reception classes most children can write their name and sound out phonetically other words to form scripts of writing. They hold their pencil correctly to write words on a white board and can talk about and follow a story. Children know their routine songs well and join in with hand signals and are managing to use their 'thinking voice' to follow the rhythm of the song in a silent way. In all Early Years classes, not enough attention is given to children making use of technical equipment like cameras, recorders and computers including tablets and laptops

as an alternative tool in which to present their work whether it is an art piece, some writing or data to be collected.

SCHOOL DETAILS

Name of school:	Glenesk School			
Address of school:	Ockham Road North, East Horsley KT24 6NS			
Telephone number:	01483 282329			
Email address:	admin@gleneskschool.co.uk			
Web address	www.gleneskschool.co.uk			
Proprietor:	Cognita			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Stuart Rolland			
Head Teacher:	Sarah Bradley			
Early Years Manager	Diana Hamilton			
DfE Number	936/6181			
Type of school	Independent school			
Annual fees	£2,235 - £11,535			
Age range of pupils	2-7 years			
Gender of pupils	Boys and Girls			
Total number on roll	full-time	53	part-time	32
Number of children in registered nursery	0	0	0	0
Number of children under-5	Boys:	15	Girls:	22
Number of compulsory school age pupils	Boys:	24	Girls:	24
Number of post-compulsory pupils	Boys:	0	Girls:	0
Number of pupils with statements of special educational need	Boys:	1	Girls:	0
Number of pupils with English as an additional language	Boys:	0	Girls:	0
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.