



Greenbank
Preparatory School
and Day Nursery

SUMMARY OF OUR LATEST INSPECTION

April 2025

Abstract

We are proud of the many strengths highlighted in the inspection and equally committed to addressing the areas for improvement swiftly and thoroughly. Our focus is, as always, on providing the best possible environment for our pupils to thrive.

Lyndsey Aizlewood

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A Significant Strength: Pupil Leadership and Contribution

We are proud to share that the inspection team recognised **leadership and contribution among our pupils as a *significant strength* of Greenbank Preparatory School** — a commendation awarded to only **10% of schools nationally**.

“Leaders are aspirational in their aims for pupils to develop the skills and attributes they need to make a positive contribution to their school community and the wider world. Pupils develop mature leadership skills, confidence and a sense of responsibility in preparation for their adult lives. They are active participants in their school community and undertake a diverse range of meaningful roles and responsibilities. Pupils actively seek to make a difference to the lives of their peers by identifying ways to improve their school. They have a strong awareness of the importance of mitigating their impact on the natural world. Pupils work collaboratively and with respect alongside peers of different ages, sharing their ideas and achievements.”

— Independent Schools Inspectorate, 2025

Are all the inspection standards met?

 **All education standards at Greenbank were fully met.**

Inspectors praised the exceptional quality of teaching, noting that lessons are engaging, inclusive, and thoughtfully planned to build skills and knowledge

over time. Leadership in the Early Years was highlighted as particularly strong, with effective support systems and a well-structured curriculum that meets every child's needs. Pupils were found to make excellent academic progress and demonstrate high levels of confidence, curiosity, and independence. The curriculum was described as broad, ambitious, and enriched with opportunities for creativity, leadership, and community engagement.

⚠ The unmet standards fell under compliance, specifically related to health and safety procedures. While safeguarding was judged strong and effective, the inspection required improvements in how health and safety measures are implemented and monitored.

This document is designed to answer common questions about both the educational strengths highlighted in the inspection and the compliance actions we have taken since.

The following standards were fully met:

- **Safeguarding**
- **Quality of education**
- **Pupils' social and economic education and contribution to society**

What are the key strengths of Greenbank highlighted in the inspection?

Inspectors praised many areas of school life, including:

- The **strong safeguarding culture** across the school
- A well-structured curriculum where pupils make **good academic progress**
- A **respectful, caring and inclusive ethos**, with pupils showing leadership and responsibility
- A culture where pupils actively seek to **improve their community** and protect the planet
- **Pupil wellbeing** and personal development as a notable strength

What was not met?

1. Leadership and governance

Inspectors found that, while leadership is strong in many areas, leaders need to further develop the skills and knowledge required to ensure all standards – especially those relating to health and safety – are consistently met. Trustees' oversight of this area also needs to be more detailed.

2. Health and safety and risk assessments

The school's health and safety procedures were not implemented with sufficient rigour and consistency. Some actions identified during external

health and safety checks had not been carried out promptly, and not all areas of the school site had a detailed, up-to-date risk assessment.

3. Pupil wellbeing (related to health and safety)

Because of the health and safety issues mentioned above, the inspectors determined that the school is not fully meeting the standards linked to pupils' physical and mental wellbeing, even though wellbeing is clearly a priority in the school's culture.

What are we doing to address this?

✓ Strengthening leadership and oversight:

We are enhancing leadership and trustee training to ensure that everyone involved has the **skills, knowledge and confidence** to fulfil their responsibilities thoroughly, especially in relation to health and safety and compliance.

✓ Immediate action on health and safety:

We've already begun implementing a **comprehensive review of all health and safety procedures**, ensuring that:

- **All hazardous materials** are securely stored
- **Every area of the school** has an up-to-date risk assessment
- Any **outstanding actions from external reports** are prioritised and resolved swiftly
- Clear logs are kept to evidence completion and ongoing monitoring
- Electronic gates are to be installed at the site entrance.

✓ Improving trustee monitoring:

Trustees will now receive **more detailed reports**, carry out **regular site visits**, and have a **stronger focus on compliance** during meetings.

What did the inspection say about Greenbank's leadership and management?

The inspection recognised that **Greenbank's leadership is strong, with a clear vision and high expectations for every child**. It praised our commitment to continuous improvement, our inclusive ethos, and our focus on **kindness, respect, and pupil wellbeing**. Leaders were commended for using staff expertise effectively to support children's development.

Were there any concerns raised?

Yes. While many strengths were noted, the inspection identified that **some site safety actions from external assessments had not yet been completed by the person responsible for Health and Safety**. It also stated that our **health and safety risk assessments in certain areas needed to be more thorough**.

Has this been addressed?

Yes. We took **immediate action**. All outstanding safety measures have now been completed. A **full external audit** of our health and safety procedures is currently underway, and trustees have **strengthened their oversight** in this area.

Is the school safe?

Yes. Safeguarding remains a top priority and was positively acknowledged in the report. Inspectors confirmed that our leaders understand potential risks and take appropriate action to protect children. Our **safeguarding procedures are strong, robust, and well embedded**.

What was said about Early Years leadership?

Leadership in the Early Years was described as **supportive and effective**. Leaders work closely with staff to grow their expertise and ensure every child's needs are well understood and supported. **Parents are kept well informed and receive regular guidance to help support learning at home.**

Did the inspection raise any issues around communication or inclusion?

The report confirmed that Greenbank promotes **respect, equality, and inclusion**, in line with our duties under the Equality Act 2010. Inspectors did note that **information about Education, Health and Care (EHC) provision was missing from our website—this was corrected immediately.**

What did the inspectors say about the quality of education at Greenbank?

Inspectors praised the **broad and thoughtfully designed curriculum** at Greenbank. Subject leaders plan schemes of work that build pupils' skills and knowledge over time, and teachers tailor learning activities based on pupil feedback, assessments, and individual needs.

How does the school support children in the Early Years?

The Early Years curriculum is **well-planned and structured**, helping children develop in all key areas of learning. The learning environment is **stimulating, inclusive and engaging**, reflecting children's interests and backgrounds. Staff use their understanding of each child to support them in taking on challenges and learning from their experiences.

How do EYFS pupils develop core skills like reading, writing, and maths?

Children become **confident communicators** through regular opportunities to talk, listen, and share ideas. They learn to **read, write, and work with numbers** through creative, hands-on tasks like predicting which shapes will roll or writing simple sentences based on stories they've read.

How does Greenbank monitor and support pupil progress?

Leaders track progress through a **structured assessment programme**. Teachers use this data to plan lessons that challenge and support each pupil according to their needs. Feedback is **timely, targeted and meaningful**, helping pupils improve their work and set new goals.

How are pupils with additional needs supported?

Children with special educational needs and/or disabilities (SEND) are identified early, assessed thoroughly, and supported through **individual strategies** that are shared with teachers. A wide range of teaching methods and resources are used to ensure every child can access the curriculum confidently.

Are the teachers well-trained and effective?

Yes. Teachers have **secure subject knowledge** and explain new ideas clearly. They ask **challenging questions**, set high expectations, and build **positive, respectful relationships** with their pupils. Lessons are varied and interesting, encouraging curiosity and independent thinking.

How is support offered to children who speak English as an additional language?

Teachers successfully adapt lessons for pupils who are still developing English fluency. While all pupils in this group make good progress, inspectors noted that **further assessment of fluent EAL pupils' language needs** could allow for even more targeted support.

Do pupils apply what they learn in meaningful ways?

Absolutely. Pupils demonstrate **strong communication skills**, especially in **report writing and project work** across the curriculum. They apply **maths and ICT** skills in practical, real-life contexts like cooking, research, and presentations, showing a high level of cross-curricular understanding.

What enrichment and creativity opportunities are offered?

Pupils benefit from **specialist teaching** in art, music and drama, and their creative skills are evident in the quality of displays and performances. They

write and film playscripts, perform in productions, and sing complex songs with confidence and enthusiasm.

How does the school support learning beyond the classroom?

Greenbank offers a **wide range of extra-curricular clubs** that are well attended and extend learning in areas like science, music, art, gardening, cooking, and chess. These experiences help pupils build on classroom knowledge and explore personal interests.

Are children well prepared for the next stage of their education?

Yes. Greenbank pupils are well prepared to move smoothly into each new stage of learning. **Older pupils consistently gain places at their senior schools of choice,** including selective schools. Parents are kept informed of these achievements and the support provided.

Did the school meet the required education standards?

Yes. All the standards relating to the quality of education, training and recreation were fully met. Inspectors acknowledged the strength and breadth of Greenbank's curriculum and the progress pupils make in all areas.

What did the inspectors say about Pupils' Physical and Mental Health and Emotional well-being?

The report confirms that pupils feel safe, supported and well cared for. Staff are vigilant, children are well supervised, and their mental and emotional well-being remains a key strength of the school.

Inspectors also found that our pupils are **emotionally well supported** and benefit from a **strong culture of kindness and respect** throughout the school. They noted that staff form **warm, caring relationships** with children and that pupils are **confident, reflective** and **empathetic** towards others. The school's wellbeing ambassadors were highlighted as a **trusted and effective support** for their peers.

What concerns were raised in the report?

The inspection identified that some procedures relating to physical safety, particularly around **health and safety compliance**, were not being consistently implemented. This included the secure storage of hazardous materials and ensuring that all actions identified in health and safety checks (like equipment and electrical fittings) were carried out promptly.

Has the issue been fixed?

Yes. Since the inspection, we have taken **swift and decisive action** to address every area of concern. **All hazardous materials are now securely stored**, and a **full review** of our health and safety checks and action logs has been completed. **Any outstanding maintenance or safety-related actions have been carried out.** We have also implemented **additional oversight measures** to ensure ongoing compliance.

What has the school done to prevent this from happening again?

We have **strengthened our internal procedures** by introducing a **more robust monitoring and follow-up system** for all health and safety checks. Staff have received **updated training**, and **designated leaders** are now responsible for ensuring that all required actions are not only identified but completed and recorded. This will help us **maintain the high standard of care** we expect.

Was my child ever at risk?

At **no point were pupils placed in direct danger**. The concerns raised were **procedural in nature**—about how consistently actions were followed up, not about any immediate hazard. That said, we take these matters **very seriously**, and that's why we've acted **quickly and thoroughly** to ensure the **highest level of safety** going forward.

Is the school still a safe and nurturing environment?

Absolutely. The report confirms that pupils feel safe, supported and well cared for. Staff are **vigilant**, children are **well supervised**, and their **mental and emotional well-being remains a key strength** of the school. Our updated procedures ensure that the same **high standards** apply to every aspect of physical safety, too.

What did the inspectors find about how pupils' Social and Economic Education and Contribution to Society?

Inspectors were **highly positive** about this area. They found that our pupils develop a **strong social conscience** and play an **active role** in both school life and the wider community. Through **leadership roles**, school council participation, and **community engagement**, children are **empowered to make a difference** and are **proud of the contributions** they make.

What kinds of leadership opportunities do pupils have?

Our pupils take on **meaningful responsibilities** across the school – from table monitors and digital leaders to wellbeing ambassadors, librarians and house captains. Older pupils also **lead school and eco-council meetings**, putting forward proposals that lead to **real improvements**, such as reducing food

waste or enhancing school facilities. These roles help pupils build **confidence, empathy** and **real-world organisational skills**.

How does the school teach about democracy and British values?

Through PSHE, assemblies and targeted activities, pupils gain a **deep understanding** of **democracy, law-making**, and **civic responsibility**. Inspectors praised our **balanced approach** when discussing political issues, ensuring pupils are exposed to **multiple viewpoints**. **Visits to Parliament** and **regular pupil elections** ensure pupils **understand and experience democracy in action**.

How are pupils taught about economic awareness?

Pupils develop **age-appropriate economic understanding** through **practical experiences** like cake sales and budgeting for trips. They learn about **needs vs wants, electronic payments**, and wider issues such as **fair trade** and **pay equity**. These opportunities help pupils develop a **mature, thoughtful understanding** of money and responsibility.

How does the school promote respect and understanding of others?

Respect is at the heart of Greenbank's culture. Pupils learn about **different cultures, faiths, abilities and life experiences** through the curriculum and special events. Inspectors noted that children are **respectful and inclusive** and **actively appreciate diverse perspectives**. In early years, this begins with learning to **share, take turns** and **build friendships**. Throughout the school, this value **deepens and grows**.

Does the school engage with the local community?

Yes. Pupils regularly visit **local care homes, allotments** and participate in **local initiatives**, helping them **connect with and support people of different generations**. Events such as **Charities Week, Remembrance Day**, and **Mental Health Awareness Week** give pupils **meaningful insight** into the lives of others and the challenges some may face.

Were any improvements needed in this area?

No. **Inspectors confirmed that all the relevant standards are met**. This area is a **clear strength** of the school.

Safeguarding at Greenbank

How seriously does the school take safeguarding?

Very seriously. Inspectors found that Greenbank has **robust safeguarding systems in place** and confirmed that **all safeguarding standards are met**. Our

policies are regularly updated in response to changes in statutory guidance and the evolving needs of our pupils.

Who is responsible for safeguarding at the school?

Safeguarding is everyone's responsibility, and **all staff are trained** to know what to do if they have a concern. Leaders oversee safeguarding procedures, and trustees provide strong, effective oversight through regular visits, detailed reporting, and annual reviews.

How are staff trained in safeguarding?

All staff, leaders, and trustees receive appropriate safeguarding training for their roles. **Training doesn't stop at induction** — we provide regular updates, run scenario-based sessions, and gather staff feedback to ensure everyone is confident and clear on procedures.

What happens if there's a concern about a child or adult?

Staff know exactly how to report concerns about pupils, and leaders act swiftly in line with national guidance and with the child's needs in mind. If there are concerns about the conduct of an adult, these are handled appropriately and, if needed, involve external safeguarding agencies.

How are online safety and digital safeguarding handled?

Online safety is taught through ICT and PSHE lessons and supported by a **robust filtering and monitoring system in school**. Pupils learn practical safety skills — from recognising safe passwords in younger years to spotting misinformation and reporting online contact in older years. Attempted breaches are logged and followed up quickly.

Are safeguarding checks carried out on school staff and volunteers?

Yes. Every adult who works or volunteers at Greenbank undergoes rigorous safeguarding checks before starting. These are recorded meticulously on our Single Central Record and monitored by leaders and trustees. Our personnel files are well organised and fully compliant with safeguarding expectations.

What steps are taken to manage child-on-child concerns?

Greenbank has **clear procedures for managing and recording any allegations or concerns involving child-on-child abuse**. These are handled with care and in accordance with statutory guidance, ensuring that every pupil feels safe and supported.

Are safeguarding risks specific to the school community taken into account?

Absolutely. Senior leaders have a detailed understanding of both general

safeguarding issues and those that relate to our particular context. Tailored measures are put in place to address individual vulnerabilities or wider risks.

Was any action required following the inspection?

No. The inspection confirmed that **all safeguarding standards are fully met**, and the school's systems are working effectively to keep pupils safe.