

School inspection report

25 to 27 February 2025

The Granville School

2 Bradbourne Park Road

Sevenoaks

Kent

TN13 3LJ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors and leaders are effective in maintaining standards of education, safeguarding and pastoral care. Leaders at all levels demonstrate a commitment to continuous improvement, ensuring that decisions lead to positive outcomes for pupils.
2. The governing body provides effective oversight, ensuring that the school meets all regulatory requirements and upholds high standards across all areas of provision. Governors receive reports on safeguarding, curriculum delivery and risk management, enabling them to provide informed challenge and support.
3. Across all subjects, teachers ensure that pupils have access to a challenging and appropriate curriculum. Teachers have secure subject knowledge and pupils make good progress. Teachers use activities that help to foster pupils' ability to ask questions about their learning.
4. Leaders consistently promote the school's values. Pupils are keen to do well and show what they know and understand. Teachers encourage pupils to work well together and take turns. Pupils are encouraging of each other.
5. Leaders implement the school's behaviour policy with consistency. Pupils demonstrate good behaviour in response to their teachers' high expectations.
6. As a result of a stimulating and well-planned environment, children in the early years develop confidence and feel secure. Staff promote positive attitudes to learning and encourage the children to be curious and motivated to learn.
7. Leaders prioritise providing pupils with meaningful leadership experiences. Pupils are given opportunities to develop their decision-making and sense of responsibility.
8. Leaders provide opportunities for pupils to participate in events such as the careers fair, role-playing the travel shop in the early years or setting up a museum in Year 2. Pupils begin to be prepared for the responsibilities and experiences of life in British society.
9. Leaders are aware of their roles and responsibilities to identify and mitigate risk. They are well trained and take effective action. Suitable systems are in place although the implementation, especially the tracking of progress against action points, is inconsistent.
10. Leaders with responsibility for safeguarding have developed a culture of vigilance. Staff are alert to potential safeguarding concerns and know the procedures for raising them. Open communication and a clear reporting system is in place.
11. Pupils' wellbeing is promoted by staff who work closely with parents to identify and address pupils' needs and liaise effectively with external agencies when required.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen oversight arrangements relating to aspects of health and safety such as recording against action points so that it is easy to identify what needs to be reviewed and when.

Section 1: Leadership and management, and governance

12. Leaders have the knowledge and skills needed to maintain standards of education, safeguarding and pastoral care. Leaders reflect on the positive aspects of their school and identify areas for improvement effectively.
13. The governing body provides effective oversight, ensuring that leaders have the necessary knowledge and skills to fulfil their roles. Governors receive reports on safeguarding, curriculum delivery and risk management, enabling them to provide informed challenge and support.
14. Leaders take decisive and well-evaluated action to address areas requiring improvement. The implementation of measures to develop the quality of pupils' reading and provision of greater challenge in science, technology, engineering and mathematics (STEM) subjects have led to measurable improvements in pupils' experiences and outcomes. Leaders in the early years are similarly reflective. They have introduced provision to enhance gross-motor development following the identification of this as an area of improvement.
15. Leaders ensure that pupils' opinions are valued and used to inform day-to-day decision-making. The school's values are promoted by teachers and leaders. Leaders have developed both a curriculum and behaviour policy which reflects the school's values. Pupils respond positively to the high expectations of their teachers.
16. Leaders demonstrate appropriate knowledge and expertise, ensuring that educational provision is suitable and appropriately challenging. In mathematics, for example, leaders decided to amalgamate a number of schemes to ensure that the curriculum is well sequenced and builds on prior knowledge, thereby allowing pupils to develop fluency and reasoning skills. In the early years, staff foster exploration and problem-solving, ensuring that children develop foundational skills. Across all age groups, the strategic use of assessment data enables leaders and teachers to tailor support effectively, ensuring that all pupils make good progress.
17. Leaders are effective in their management of risk. Risk assessments are regularly reviewed and updated. Risk assessment processes are appropriate and effective. A clear policy framework and comprehensive staff training ensure that risks are managed effectively both on and off-site, including during international trips, such as skiing. New risk assessments are systematically reviewed at senior leadership and governor meetings, enhancing risk management across the school.
18. Leaders maintain a well-structured complaints procedure with defined timelines and processes, incorporating an independent panel member for formal reviews. Clear documentation and transparent communication ensure that all parties understand the process and that concerns are addressed and resolved effectively.
19. Leaders ensure that all required policies, including those for safeguarding, the curriculum and anti-bullying, are readily accessible on the school website. Whilst there is an appropriate health and safety policy in place, leaders do not maintain sufficient oversight with regard to recording and reviewing action points from action plans drawn up in this area.
20. Parents receive regular updates on their children's progress and achievements. Leaders ensure that statutory requirements for attendance and the provision of information are met. Leaders ensure

that information regarding personal, social, health and economic (PSHE) education and relationships and sex education (RSE) is communicated to parents appropriately.

21. Leaders create an inclusive school environment, ensuring that all policies and practices align with the requirements of the Equality Act 2010. Effective provision ensures that all pupils can access the curriculum and achieve success. Leaders ensure that the school has an appropriate accessibility plan in place.
22. Pupils' wellbeing is promoted by a robust safeguarding culture underpinned by leaders' commitment to weekly training, and easy-to-use reporting systems that ensure that concerns are swiftly identified and addressed. Leaders work effectively with outside agencies, referring issues to relevant external agencies when the need arises.

The extent to which the school meets Standards relating to leadership and management, and governance

- 23. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

24. Leaders plan and implement a broad curriculum. Pupils demonstrate proficiency and understanding in linguistic, mathematical, scientific and creative areas. The curriculum is ambitious in scope and provides pupils with opportunities to challenge themselves. In science, pupils in Year 2 look at elementary elements of physics and in Years 5 to 6, pupils cover elements of chemistry such as the periodic table. Teachers use STEM-based projects to support the development of subject knowledge and collaborative skills while fostering independence. Teachers ensure pupils have opportunities for self-expression and exploration and can develop their creativity in aesthetic subjects.
25. Teachers have a secure knowledge of pupils' prior attainment because of effective tracking systems. Teaching supports all pupils, including those who have special educational needs and/or disabilities (SEND), through well-planned lessons and strategies chosen to meet the needs of pupils. Teaching assistants are deployed effectively and provide support which enables pupils to access the curriculum and make good progress.
26. Pupils who speak English as an additional language (EAL) make good progress. Pupils receive appropriate support because teachers are aware of their individual needs and adapt their teaching accordingly. Leaders monitor pupils' outcomes and provide additional support where needed.
27. Leaders in the early years ensure that communication and language development is embedded into the curriculum. Structured activities, teacher-led discussions and guided play support pupils in developing listening and speaking skills. The teaching of letters and sounds is appropriate. As a result, children build confidence in verbal expression and comprehension, demonstrating readiness for their next stage.
28. The leadership and teaching staff maintain clear communication with parents through regular reporting on pupils' progress. Reports cover academic achievement and personal development, ensuring that parents are well informed about their child's learning.
29. Pupils have access to structured extra-curricular activities that support the development of skills beyond the academic curriculum. During these activities, pupils develop the ability to persevere, solve problems and work together.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 30. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

31. Leaders ensure that the curriculum promotes mutual respect and understanding of what makes people different from one another and how people might face discrimination. Teachers model high expectations and create an inclusive environment. Pupils engage in respectful discussions and appreciate diversity. As a result, pupils demonstrate positive behaviour and contribute to a school culture where individuals are respected.
32. Leaders encourage pupils to explore complex issues, including mental health and wellbeing, in a supportive environment. The PSHE and positive education curriculums support pupils' spiritual and moral development. Pupils develop empathy and an awareness of ethical decision-making in both academic and social contexts during these lessons.
33. Leaders implement an appropriate PSHE and RSE programme that develops pupils' knowledge of how to be safe and healthy. Pupils learn how to manage their personal and social lives in a positive way. Topics covered include resilience, promoting kindness and healthy habits. Leaders ensure that content is age-appropriate, aligned with the school's ethos and informed by parental consultation. Pupils develop self-awareness and the ability to take personal responsibility.
34. As a result of a well-planned physical education (PE) curriculum, pupils develop a good knowledge of personal fitness. Teachers encourage pupils to engage positively in sports and gain leadership experience in team-based activities. As well as sport-specific skills, lessons develop teamwork, resilience and perseverance. Leaders ensure that extra-curricular opportunities allow pupils to explore their interests and refine physical skills.
35. Leaders implement a clear and structured behaviour policy. They maintain effective weekly oversight of behaviour to ensure the consistency of behaviour management across the school. High expectations and positive reinforcement strategies motivate pupils to behave well. Consequently, pupils take responsibility for their actions and develop self-regulation that contributes to a calm school environment.
36. The school has an appropriate anti-bullying policy, which is implemented effectively to support pupils' wellbeing. Leaders ensure that incidents are recorded accurately, and suitable action is taken that is tailored to the needs of those involved. Pupils feel safe within the school.
37. Leaders ensure that the school premises are well maintained, providing a stimulating environment that supports learning.
38. Leaders implement clear supervision policies across all school activities, including during breaktimes, after-school care and extra-curricular events. Risk assessments are in place. However, there are instances, when not directed by guidance or legislation, where there is a lack of clarity around when risk assessments will be reviewed. Leaders do not systematically record progress against action points. This makes the tracking of appropriate action less effective.
39. Leaders track attendance patterns and engage with parents and external agencies to support pupils with low attendance. As a result, pupils remain engaged with their learning, benefitting from

continuous access to the curriculum and structured support where necessary. Leaders report pupils who leave or join the school at non-standard transition times to the local authority as required.

40. Appropriate procedures are in place to manage first aid and medication, including in the early years. Staff are trained to ensure that pupils receive prompt support when needed.
41. Leaders provide leadership opportunities through the prefect system to the oldest pupils, who relish the responsibility. Prefects particularly value the responsibility of caring for the school dog.
42. Leaders ensure that the early years curriculum provides a balanced programme that supports pupils' personal, emotional and physical development. As a result of secure relationships with key adults and adults' encouragement, children in the early years display the confidence to try things. Leaders have purposefully designed the learning space to include opportunities for outdoor learning, and structured activities support this further and promote engagement and exploration. This leads to children demonstrating the curiosity and confidence required for the next stage of their education.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 43. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

44. Leaders ensure that the early years curriculum supports personal and social development through structured activities and role-play scenarios. These opportunities continue through the school and are developed further in collaborative activities such as drama, sport and music. Early leadership experiences in Year 6 or with the school council provide further opportunities to develop social skills.
45. Children in the early years demonstrate gains in social development because leaders ensure that early learning activities are structured to promote teamwork. Teaching is planned to raise children's emotional awareness. By engaging in interactive and play-based learning, children build positive relationships and an understanding of shared responsibilities.
46. Pupils gain an awareness of societal roles and economic responsibilities. Pupils participate in financial literacy projects in mathematics lessons, career events and personal development lessons. By engaging in budgeting exercises and business planning activities, they acquire practical skills that prepare them for financial decision-making. Pupils leave the school better equipped to continue their study of economic and financial decision-making with greater confidence.
47. Leaders ensure that learning experiences nurture appreciation and respect for diversity. Leaders select inclusive teaching resources and promote discussions about people from different backgrounds, abilities and perspectives. For example, history topics cover the slave trade, and in English, pupils explore themes of identity and inclusion. As a result, pupils develop cultural awareness and appreciation.
48. Pupils engage with democratic principles because leaders embed British values across the curriculum. Through opportunities such as the school council and collective decisions on the content of school plays, pupils develop respect for a democratic decision-making process. Pupils gain an understanding of civic engagement because leaders ensure that discussions on rights, responsibilities and the respect of alternative views are integrated into lessons.
49. Pupils develop an awareness of social and cultural diversity because leaders provide structured opportunities to explore their own heritage and that of others. Activities such as multilingual birthday celebrations, cultural projects and the discussion of traditions encourage appreciation of different customs. As a result, pupils engage with others openly and respectfully.
50. Leaders ensure that pupils are well prepared for their future roles by embedding careers education into the curriculum. Pupils are given the opportunity to explore different career paths so that in the future they can make informed choices, based on practical experience and knowledge.
51. Through the choice of an appropriate curriculum and suitable staff training, leaders ensure that political issues, or issues with a current political dimension, are handled in a balanced and non-partisan way.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

52. All the relevant Standards are met

Safeguarding

53. Governors maintain effective oversight of safeguarding arrangements. Governors scrutinise policies and practices to ensure that they remain responsive to emerging concerns and best practices. Governors receive suitable training. Regular meetings and structured reporting systems enable governors to monitor risk management and ensure that policies and practices align with statutory requirements. As a result of appropriate oversight, pupils benefit from a secure environment because leaders ensure that risks to wellbeing, including harmful behaviours and attitudes, are identified and managed effectively.
54. Pupils' safety is promoted because leaders are committed to regular context-specific and practical safeguarding, thereby equipping them with the knowledge to identify and respond to concerns. Staff remain vigilant to potential concerns. They are confident in their roles and take appropriate action, promoting pupils' wellbeing and security.
55. Leaders ensure that clear reporting systems are in place, allowing staff and pupils to raise concerns confidently and easily. Open communication and the maintenance of accurate safeguarding records promote a structured and responsive approach to pupils' welfare. As a result, safeguarding concerns are addressed swiftly.
56. Leaders take appropriate action when engaging with external agencies, including the local authority designated officer (LADO), ensuring safeguarding concerns are managed in line with statutory guidance. Effective multi-agency collaboration promotes a structured approach to supporting pupils and promoting their wellbeing and safety.
57. Pupils are taught how to stay safe both in the physical world and online. Online safety is embedded within the curriculum, equipping pupils with the knowledge to navigate digital spaces safely, covering aspects like cyber-security, privacy and appropriate digital behaviour.
58. Pupils engage with online learning safely because leaders ensure that appropriate filtering and monitoring systems are in place and updated. Regular review of these systems, including an annual review at governor level, alongside leaders' knowledge of the evolving risks, enable them to adapt protective measures as needed.
59. Recruitment practices are robust, with all necessary checks completed and recorded appropriately. The single central record (SCR) is maintained accurately.

The extent to which the school meets Standards relating to safeguarding

- 60. All the relevant Standards are met.**

School details

School	The Granville School
Department for Education number	886/6029
Registered charity number	307931
Address	2 Bradbourne Park Road, Sevenoaks, Kent, TN13 3LJ
Phone number	01732 453039
Email address	secretary@granvilleschool.org
Website	www.granvilleschool.org
Proprietor	Ena Makin Educational Trust Ltd
Chair	Mrs Nicole Coll
Headteacher	Mrs Louise Lawrance
Age range	3 to 11
Number of pupils	210
Date of previous inspection	23 to 25 February 2022

Information about the school

61. The Granville School is a preparatory day school for female pupils aged 3 to 11 and for boys aged 3 to 4. It was founded in Sevenoaks in 1945, moving to its present site in 1957. Until 1957 the school was run by the founder and her niece. The school is now a charitable trust and is incorporated as a company limited by guarantee, with a board of governors.
62. There are 32 children in the early years comprising a preschool and Reception class.
63. Currently, there are 25 pupils who have special educational needs and/or disabilities (SEND). There are no pupils in the school who have an education, health and care (EHC) plan.
64. The school identifies 72 pupils as speaking English as an additional language (EAL).
65. The school's stated aims are to set the highest academic and pastoral standards, and to identify and develop the full potential and natural talents of each individual pupil. It seeks to develop the knowledge, confidence and self-reliance of its pupils within a supportive and successful school community.

Inspection details

Inspection dates

25 to 27 February 2025

66. A team of three inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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