



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Maltman's Green School

February 2022

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School's Details

School	Maltman's Green School			
DfE number	825/6020			
Registered charity number	310633			
Address	Maltman's Green School Maltman's Lane Gerrards Cross Buckinghamshire SL9 8RR			
Telephone number	01753 883 022			
Email address	office@maltmansgreen.com			
Headmistress	Mrs Jill Walker			
Chair of governors	Mrs Carolyn Bradley			
Age range	2 to 11			
Number of pupils on roll	323			
	EYFS	76	Juniors	247e
Inspection dates	8 to 11 February 2022			

1. Background Information

About the school

- 1.1 Maltman's Green School is an independent day school. It is registered as a single-sex school for female pupils. The school is a charitable trust, administered by a board of governors. The school opened in 1918 on the current site in Gerrards Cross to educate girls until the age of eighteen. It became a preparatory school in 1958, then a day school with a nursery in 1995. Since the previous inspection, the current head took up position in summer 2020, and an enhanced leadership team has been appointed.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, other than vulnerable pupils and the children of key workers, the school provided remote learning materials for all pupils from Reception to Year 6.

What the school seeks to do

- 1.6 The school aims to offer a personalised, relevant and adaptable academic curriculum alongside extensive extra-curricular opportunities in order to prepare girls for the modern world, supported by a foundation of traditional values and innovative thinking. It strives to foster confidence, self-belief and a caring atmosphere to afford each girl a feeling of safety, security and enjoyment where they feel able to be themselves.

About the pupils

- 1.7 Pupils come from families with a range of professional backgrounds, predominantly living within a ten-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 20 pupils as having special educational needs and/or difficulties (SEND), which include dyslexia and hearing impairment, who receive additional specialist help. None has an education, health and care (EHC) plan. English is an additional language (EAL) for 78 pupils, the large majority of whom are fluent in English; two pupils receive additional support for their English. The curriculum is modified for pupils identified as more able in the school's population, and also for other pupils who have special talents in sport, drama, music and art.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. In addition, the standard relating to maintenance of attendance registers is also included. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the junior school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Little Malties	Nursery

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils of all ages and abilities make excellent progress over time because of the systematic use of the assessment framework in planning for individual needs.
- Pupils' linguistic and mathematical skills are outstanding, and pupils apply these with great confidence to other areas of learning.
- Pupils demonstrate excellent attitudes to learning when the curriculum creates opportunities for them to develop independence in their learning.
- Pupils readily think for themselves and acquire higher-order thinking skills which they instinctively apply to all areas of learning.

3.2 The quality of the pupils' personal development is excellent.

- Pupils' self-confidence and self-esteem are outstanding.
- Pupils' social development and collaboration are extremely strong; they undertake positions of responsibility with great pleasure and success.
- Pupils make an excellent contribution to the school and the wider community.
- Pupils show great respect, and interest in, each other's cultural beliefs and values.

Recommendation

3.3 The school should make the following improvements.

- Ensure pupils develop the ability to use their initiative and to take risks by providing greater opportunity for open-ended independent learning tasks.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils of all ages and abilities make excellent progress over time, as a result of the many opportunities provided for them to succeed, thus fulfilling one of the school's key aims. The school makes excellent

use of standardised data and, in all year groups, pupils' progress is carefully monitored ensuring pupils make rapid progress over time from their starting points. Teachers ensure that pupils know how to review and improve their work to support their own progress. This is as a result of ambitious leadership, and a broad and challenging curriculum which supports learning effectively. The vast majority of pupils are successful in entrance examinations and are offered a place at their senior school of choice, and a notable number are offered academic or all-round scholarships. Pupils with SEND make rapid progress due to the high level of specialist support they receive in class and individually. More able pupils make excellent progress when they are challenged by individual extension tasks and through an appropriately adapted curriculum. By the time the children leave the EYFS, most have exceeded the expected learning outcomes for their age. The vast majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their children to make progress.

- 3.6 Pupils apply their knowledge, skills and understanding across the curriculum due to the reflective learning strategies they are taught from an early age. In the EYFS, for example, children were able to confidently choose different mark-making materials and articulate their choices and the improvements they were making to thoughtfully represent characters from their topic book whilst in the outdoor area. Older pupils demonstrated a strong understanding of agreement for nouns and adjectives in French when learning vocabulary for clothes in a lesson when the teacher modelled individual answers and enabled pupils to collaboratively suggest improvements. Throughout the school, clear lesson objectives, highly skilled teaching and well-planned lessons enable pupils to make links between subjects to further understand their learning. Pupils were observed to be highly effective in applying their prior learning about Romans in their topic work to their performance skills in music. Pupils were highly successful in bringing together their current and emerging understanding of technology, science, engineering and design within a project to research, and then compare, their own working models of wind and water turbines. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that the range of subjects offered is suitable for their children.
- 3.7 Pupils display outstanding communication skills, applying and extending them in many areas of learning. They speak with confidence to their peers and adults alike because they are given many opportunities to present in lessons and to wider audiences. The youngest children demonstrated exceptional listening skills in a music lesson when they made rapid progress learning a new song about plant growth, singing with confidence all the way through, unprompted and with great enjoyment. In science, older pupils communicated very high levels of understanding when acting as subject experts, delivering short oral presentations to a partner. Pupils listen intently to both the teachers and their peers and display a genuine interest in the views and opinions of others. Older pupils were seen to be engaged in an enthusiastic debate over the appropriateness of social media age restrictions in which they listened thoughtfully to opposing views and responded with clearly articulated rebuttals. Pupils' reading and writing skills develop to particularly high levels as they move through the school because of effective support for different abilities and the emphasis placed by leadership and management on monitoring individual progress. In the EYFS, children were seen to be using their phonic knowledge to great effect to write their own stories using simple sentences. Older pupils explained how they choose similes, personification and metaphors to add excitement to their poetry giving the example of 'trees wave to one another'.
- 3.8 Pupils are excellent mathematicians, developing complex problem-solving approaches and applying mathematical skills systematically. In Year 2, pupils' knowledge of arrays and sets is strengthened by the use of physical resources to represent number. In Year 3, pupils are able to multiply and divide by a hundred and then by numbers of increasing challenge, showing their working and applying it to different contexts. In Year 6, pupils spoke knowledgeably of the methods they were encouraged to use to explore and master increasingly complex algebraic problems. Pupils of all ages, when offered, respond positively to the levels of challenge available to enrich their skills and understanding, supported effectively by knowledgeable teachers and a range of high-quality resources. Pupils acquire

confident skills in information and communication technology (ICT) and apply these effectively to enhance learning across the curriculum through the use of technology in presentation, research and consolidation. Pupils access a range of programmes to practise, develop and reinforce their learning of mathematical and numeracy skills. In Year 4, pupils use portable electronic devices and digital cameras successfully to record their project findings and visually present their results. The older pupils adeptly use spreadsheets to analyse data which they then present graphically. They also demonstrate competent coding and programming skills as a result of well-planned computing teaching.

- 3.9 Pupils have highly developed study skills which are advanced for their age by the time they leave the school, due to the leadership's implementation of effective teaching and learning strategies and because of sensitive challenge in a supportive environment. Pupils readily think for themselves, focus well and show perseverance and determination to do their best and acquire higher-order thinking skills which they instinctively apply to all areas of learning. Younger pupils made predictions about the tastiness of healthy smoothies and experimented with a range of ingredients. In Year 4, pupils investigated the best toothpaste for removing stains. They discussed what control measures were necessary and were able to predict the results. Pupils in Year 5 demonstrated insightful observations and questioning to adeptly apply both creative and analytical abilities to design a swing and identify the relevant forces acting on it. Pupils in Year 6 demonstrated confident research and analytical skills when they collated information on the role of women in both world wars to be able to create a persuasive propaganda poster.
- 3.10 Pupils demonstrate highly positive attitudes to learning in lessons and in the very high quality of presentation of their work. They particularly enjoy being given the opportunity to exercise their initiative, to work independently and to take risks. In the EYFS, for example, where child-initiated activities support independent learning, the youngest children were observed enthusiastically making decisions about the techniques they would use to recreate a snail pattern. Older pupils relished the opportunity of working creatively on a newspaper report about an earthquake when they were able to write their own scripts and present to camera as though they were on location. However, such opportunities to use their initiative, to take risks and to develop independent learning skills are unusual. Pupils work well together in lessons, and this was observed throughout the school. Pupils can reflect critically on their own performance and readily offer each other effective, supportive and constructive feedback in order to identify how to improve. A small minority of pupils in their responses to the pre-inspection questionnaire disagreed that feedback or marking help them to improve. Through pupil discussions and scrutiny of work, inspection evidence found that the school successfully promotes and encourages a learning environment of reflection and self-analysis. The teachers and leadership are committed to this approach.
- 3.11 Pupils achieve a high level of success in a range of extra-curricular activities and competitions and enjoy having their successes celebrated in assemblies and in the termly newsletter. For example, the team was placed first in the group sequence and second overall in the National Gymnastics Championships. Pupils compete at national and county levels in water-skiing and tennis and participate enthusiastically and very successfully in sporting events provided by the school, including netball and swimming, supported by encouraging teaching and the commitment of the sports leaders. Pupils have a wealth of opportunities to perform to audiences, and those who work towards LAMDA drama awards and graded music examinations achieve excellent results. A very small minority of parents disagreed that there is a suitable range of extra-curricular activities; however, inspection evidence found that a wide range of extra-curricular clubs is available for all pupils from the EYFS upwards across a wide range of interests including sport, coding, music, art and dance.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils' self-confidence and self-esteem are outstanding. Pupils embrace the school's values, known as the 'Maltman's Mindsets', which encourage pupils to see effort and hard work as a way to succeed and to learn from their mistakes. Throughout the school, pupils are not afraid of failure when they are allowed to exercise their own initiative. In the EYFS, children display high levels of self-awareness and emotional maturity when discussing their emotions. They shared their thoughts confidently with the rest of the class without reservation during circle time. In a mathematics lesson in Year 3, pupils were discovering increasingly complex calculations and were encouraged to have a go and get it wrong in order to identify a method that worked successfully for them. In discussions with pupils in Year 6, they confidently articulated that when first learning algebra they found it very challenging and only through perseverance and exploring different methods were they able to start to master the topic.
- 3.14 Pupils' decision-making is very well developed. Pupils are expected to make decisions in their lessons as they choose which level of challenge to enhance their learning. Pupils understand the democratic process and are involved effectively in key decision making, including the election of house captains, school and eco council representatives. Pupils in Year 6 choose and plan presentations based on their own personal experiences as to which charities the school could support. The well-planned curriculum supports pupils effectively in making decisions about securing their own well-being. In a debating activity, pupils confidently articulated how they were able to form an opinion on the appropriateness of the new Highway Code and how it would affect them and how they behaved as either a pedestrian or a cyclist. Across the school and with the support of their form teachers and pastoral system, pupils make informed choices about participation in extra-curricular activities to extend their interests.
- 3.15 Pupils develop a strong appreciation of the importance of non-material aspects of life, valuing the natural world and protecting it and all the creatures within, supported by the school's commitment to environmental issues as an eco-school. Pupils enthusiastically discussed the opportunities they had to follow 'COP 26' and to discuss emerging environmental topics. Eco councillors delighted in the opportunity to promote awareness of climate change and introduced initiatives to save energy. Younger pupils thoughtfully described the bird-watching activity they had participated in and eagerly discussed how they had enjoyed the opportunity to reflect on the diversity of bird species. Pupils relish the opportunities to explore philosophical questions presented by a curriculum which challenges thinking. Older pupils, for example, discussed empathetically the impact of fly tipping and maturely considered the reasons that may lead to this being a choice that people make.
- 3.16 Pupils develop a strong sense of right and wrong because of the effective pastoral care system, including a well-planned personal, social and health education (PSHE) programme and well-defined school rules to which the pupils helped to develop. Pupils respond well to their teachers' high expectations, and excellent behaviour is evident across the school. Pupils are invariably polite and respectful of one another in lessons, and as they move around the school. A small minority of parents who responded to the pre-inspection questionnaire felt that bullying is not dealt with effectively, although the vast majority felt that the school actively promotes good behaviour and that pupils know who to speak to if they are worried. Inspection evidence found that pupils recognise when there is unkindness and are confident in challenging misbehaviour.
- 3.17 Pupils' social development and collaboration are extremely strong. The curriculum provides many opportunities for pupils to collaborate effectively in lessons, and pupils understand the value of cognitive diversity and different perspectives in a team. Pupils in Year 6 were observed to work together enthusiastically as part of the Sports Leaders Award in order to support younger pupils to participate in sport and were seen successfully supporting a netball match in Year 3. They spoke proudly of the opportunity to support children in the EYFS with their play and recognised the challenges, identifying how they needed to adapt the manner in which they communicated with the

youngest children for them to be safe and successful. Pupils develop constructive collaboration across year groups through the house system and initiatives such as sports leaders and librarians.

- 3.18 Pupils make an excellent contribution to the school and the wider community. There is a strong culture of service towards each other and the community, encouraged by senior leaders who ensure that all pupils have the opportunity take responsibility. Pupils throughout the school relish the opportunities provided for leadership as form monitors, house captains, sports captains and as representatives on the school and eco councils. Older pupils enjoy supporting the younger pupils through reading and sport. Pupils participate enthusiastically in raising money for local and national groups. Pupils are encouraged by the school to identify individual causes that are personal to them and to raise awareness amongst the school community and to present ways in which they can support the cause. During the lockdown period, pupils were encouraged by the school to identify ways in which they could safely contribute to their community. In the absence of a visit to a residential home, the pupils wrote messages and sent pictures to the residents.
- 3.19 Pupils show great respect for and understanding of cultural diversity and inclusion. They enjoy being part of a culturally diverse community. They are warmly accepting of each other and value learning about their different cultures and traditions through a well-planned PSHE and religious education curriculum. They celebrate other cultures and faiths such as Hanukkah and Diwali and enjoy enriching experiences through the visits of parents and grandparents who share their cultures and traditions. Pupils are keen to be inclusive of all faiths and none, and sensitively consider how they can adapt traditions and celebrations such as Christmas to be inclusive of those pupils who don't celebrate through the support of their form teachers. Pupils have a well-developed understanding of British values. They regularly have the opportunity to engage in the democratic process by voting for school and eco council members as well as house representatives.
- 3.20 Pupils' understanding of how to stay safe is excellent. They make sensible food choices and actively participate in and enjoy the school's sports and games programme demonstrating their understanding of how to maintain a healthy lifestyle. In a school council meeting, pupils confidently presented the views of their peers in relation to the types of food they would like to be included on a new menu as well as providing credible reasons for their choices, including why they felt sushi would be a healthy menu choice. In response to the questionnaire, all pupils agreed that they know how to stay safe online.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Tracy Handford	Reporting inspector
Mrs Loren Macallister	Compliance and team inspector (Headteacher, IAPS school)
Mr Guy Barrett	Team inspector (Headteacher, IAPS school)