

Material change inspection report

24 March 2026

Gloverspiece School

Gloverspiece Minifarm

Ladywood

Droitwich

WR9 0AJ

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'.

Inspection outcome

The school has submitted a material change request to increase pupil numbers from 41 to 61 to accommodate two additional classes of four- to five-year-old children.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a), 7(b), 11, 12, 14 and 16(a) and 16(b)

1. Leaders promote a well-embedded safeguarding culture that results in staff having a clear understanding of their safeguarding responsibilities. The safeguarding policy fulfils the requirements of the latest statutory guidance and leaders ensure it is implemented effectively. Leaders understand the contextual risks to the pupils in their care and take suitable steps to mitigate them.
2. Members of the safeguarding team are suitably trained, in line with the local authority's safeguarding procedures. They meet weekly to monitor and review concerns relating to pupils' welfare.
3. Staff are well trained in safeguarding procedures. Every year, all staff complete a formal online safeguarding course. This is in addition to the start-of-term training and fortnightly professional development, including safeguarding updates. New staff take part in a well-organised and comprehensive induction programme, so that they are clear about the school's safeguarding arrangements.
4. Staff have a deep understanding of the needs of their pupils. They identify changes in behaviour that could indicate a potential safeguarding concern. Staff promptly report to the safeguarding team and record their concerns using the school's online system. Leaders take timely and appropriate action when concerns are identified, including making referrals for early help and advice. Members of the safeguarding team ensure that safeguarding records are suitably detailed, showing actions taken and decisions made. They maintain child protection records securely.
5. Leaders monitor concerns about adults diligently. Staff have a clear understanding of the procedures to follow should there be any concerns about or allegations against members of staff. They also recognise the importance of self-referral if the need arises. Leaders take action to address concerns, including providing members of staff with additional support and training. Leaders understand reporting thresholds. When required, they take advice from the local authority and make referrals appropriately.
6. Leaders ensure that pupils have many trusted adults in the school to whom they can turn if they have concerns. In addition, as part of the school's 'nurture' programme, all pupils have a weekly one-to-one meeting with their designated member of the nurture team. This enables pupils to express their emotions and share any worries that they may have.
7. Teachers provide effective lessons so that pupils learn how to keep themselves safe, including when online. Leaders maintain suitable internet filtering and monitoring systems. Members of the safeguarding team receive daily reports on any suspicious internet activity and respond promptly to any online concerns that arise.

8. The proprietor maintains effective oversight of the school's implementation of the safeguarding policy. Members of the safeguarding team formally report to the proprietor on a half-termly basis. This informs discussion about how to mitigate safeguarding risks and further develop practice and procedures, including the formal review of the safeguarding policy on at least an annual basis.
9. Leaders implement a suitable health and safety policy. This ensures that health and safety matters are dealt with promptly and that record-keeping is robust. Leaders arrange for the school's three sites to be inspected regularly to ensure that buildings and school facilities are well maintained. Leaders ensure that any required remedial work is carried out in a timely manner. They use external contractors to service equipment regularly. Leaders provide a comprehensive programme of staff training, which is recorded effectively. This enables all individual training to be updated at the appropriate time. Leaders record all accidents and near misses and review them on a termly basis. This ensures that leaders have effective oversight of all matters pertaining to health and safety across the school.
10. Leaders have put an appropriate fire safety policy in place, which is supported by fire risk assessments undertaken by suitably qualified external consultants. The school has a structured action plan to address any issues raised by the most recent assessments. The planned additional pupils will be accommodated in two new classroom buildings, one of which has a recently completed fire risk assessment. Leaders have considered the fire safety risks for the other new classroom block appropriately. Staff understand fire prevention procedures as a result of appropriate training. Fire drills take place at least termly. Fire equipment, alarms, emergency lighting and evacuation routes are suitably serviced and maintained.
11. Pupils are well supervised by an appropriate number of suitably qualified and trained staff. Most pupils are accompanied by a member of staff throughout the day, both during lessons and activities. There are clear and effective procedures in place for pupils arriving at school in the morning and leaving at the end of the day.
12. The school implements its risk assessment policy effectively. Staff receive relevant training to identify, record and mitigate risks. All pupils at the school have their own welfare risk assessment, which reflects their individual needs. Leaders implement formal risk assessments for all aspects of school life, including off-site activities, school buildings and the departure of pupils from the school site. These are regularly reviewed in light of pupils' evolving needs. Any risks associated with the planned increase in pupil numbers have been suitably assessed, with appropriate mitigations put in place. These include plans to increase the number of staff supporting the pupils in each classroom and a new leadership structure to manage the additional buildings.
13. The school is likely to continue to meet the Standards if the material change is implemented.

Part 4. Suitability of staff, supply staff and proprietors

ISSR paragraphs 18, 19, 20 and 21

14. The school implements its safer recruitment policy effectively. Those involved in the appointment of staff undergo regular safer recruitment training. The required pre-appointment checks on all adults who work in the school are carried out appropriately.
15. Leaders accurately maintain a single central record of appointments (SCR) for all members of staff. They complete all the required checks prior to adults starting work at the school and having contact with pupils. Staff personnel files are well organised and contain the information required by current statutory guidance. The proprietor maintains effective oversight of the single central record and conducts termly quality assurance checks.

16. The school is likely to continue to meet the Standards if the material change is implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23, 24, 25, 26, 27, 28 and 29

17. The school has suitable provision for toilet and washing facilities for the ages of the pupils, including in the two new classroom buildings. There are separate toilets for staff and pupils, as well as suitably designated disabled toilets. The toilet and washing facilities provide suitable privacy for pupils.
18. The school has suitably equipped medical facilities that provide appropriate accommodation for medical examination, treatment of injuries and care of pupils who are unwell. First aid provision is well managed. Leaders provide appropriate first aid training for a suitable number of staff, including paediatric first aid for those who work with younger children.
19. Leaders provide a clearly labelled supply of drinking water throughout the school. There is a suitable supply of water to washing facilities and the temperature of the hot water is regularly monitored.
20. Leaders maintain the school's buildings and outdoor spaces well in order to promote pupils' welfare. The external areas provide extensive spaces for a variety of activities, including physical education and outdoor learning. Suitable outdoor space is available outside the two new classroom buildings. Regular monitoring of the school's premises enables the estates team to be proactive in maintaining a suitable environment in which pupils can learn, play and socialise. Lighting as well as acoustic levels across the school's buildings are appropriate.
21. The school is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

22. The school meets the requirements for providing information relating to safeguarding to parents. The arrangements and procedures for safeguarding at the school are published on the school's website.
23. The school is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34

24. Leaders consistently prioritise the welfare of pupils. This is typified by their approach to the mitigation of risk and prioritisation of safeguarding across the school. Leaders have planned meticulously to ensure that the two new classroom buildings are well equipped to support the needs and wellbeing of an additional 20 children in the early years. They understand, and are already implementing, the statutory requirements of the early years foundation stage (EYFS).
25. The proprietor exercises effective oversight of the work of school leaders. As a result, leaders have the skills and knowledge to fulfil their responsibilities effectively and the Standards that were the focus of this inspection are met.
26. The school is likely to continue to meet the Standards if the material change is implemented.

School details

School	Gloverspiece School
Department for Education number	885/6045
Address	Gloverspiece School Gloverspiece Minifarm Ladywood Droitwich Worcestershire WR9 0AJ
Phone number	01905 452343
Email address	gloverspieceminifarm@gmail.com
Website	www.gloverspieceminifarm.co.uk
Proprietor	Mrs Lynne Duffy
Headteacher	Mrs Lynne Duffy
Age range	4 to 18
Number of pupils	39
Date of previous inspection	4 to 6 March 2025

Information about the school

27. Gloverspiece School is a co-educational day school located near Droitwich, Worcestershire. The school caters for pupils who have special educational needs and/or disabilities. It was founded in 2017 and is owned and governed by the sole proprietor, who is also the headteacher. Pupils are taught in mixed-age classes according to ability and need. Since the previous inspection, the school has increased the upper age range of pupils at the school from 16 to 18 years.
28. The school has identified that all pupils have special educational needs and/or disabilities, such as autism and social, emotional and mental health conditions, and receive additional specialist support. All pupils in the school have an education, health and care plan.
29. The school has identified a very small proportion of pupils as speaking English as an additional language.
30. The school states its aims are to provide a secure and happy environment where outdoor pursuits are used to encourage pupils to unlock their talents and to develop their self-confidence.

Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the Department for Education to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards and Early Years Foundation Stage requirements if the material change is implemented.

Inspection details

Inspection dates

24 March 2026

31. One reporting inspector and one accompanying inspector visited the school for one day.

32. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- a tour of the school site to look at the safety of the school premises
- discussions with the proprietor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils.

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

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