

School inspection report

6 to 8 January 2026

Glebe House School and Nursery

2 Cromer Road

Hunstanton

Norfolk

PE36 6HW

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	12
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	14
SAFEGUARDING	15
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	16
SCHOOL DETAILS	17
INFORMATION ABOUT THE SCHOOL.....	18
INSPECTION DETAILS	19

Summary of inspection findings

1. Leaders have the knowledge and skills to ensure that the Standards are met consistently. They conduct regular surveys with staff and pupils and use analysis of these to inform decisions for the school's development. They are well supported and overseen effectively by a governing body, whose members regularly attend school events and are well informed as a result. Leaders prioritise pupils' wellbeing and ensure that there are appropriate systems and training in place to support this. Leaders manage risk well and take appropriate actions when required. They have productive partnerships with external agencies that foster beneficial community engagement. Complaints are handled effectively and appropriate records are kept, including for actions taken and lessons learned.
2. Policies are typically detailed and informative and used well to guide practice. They are made available through the school's website and are regularly updated. However, policies are not clear about how they relate or apply to boarders, such as with regard to how boarders can raise formal complaints about their experiences.
3. Leaders typically provide required information to parents and others, including regular reports for parents that detail their child's effort and attainment. However, at the start of the inspection, not all required previous inspection reports were published on the school's website. Leaders rectified this during the inspection.
4. Leaders have made positive decisions to extend the curriculum by adding dance and drama lessons. Leaders are effective in monitoring teaching and learning to assess the quality of provision. Pupils are self-motivated and keen to learn. They benefit from their teachers' subject knowledge and learn well as a result. Pupils who have special educational needs and/or disabilities (SEND) are well supported and benefit from the individual learning plans (ILPs) created for them. The recently introduced assessment framework provides helpful feedback, guiding pupils towards their targets. Pupils, including boarders and children in the early years, typically make good progress and are well prepared for their next steps. However, not all teaching provides sufficient challenge to pupils to enable them to progress as effectively as possible. A wide range of extra-curricular activities develop pupils' skills and interests further.
5. Leaders give pupils' emotional wellbeing high priority. Pastoral support systems are embedded and staff listen to and support pupils when they have pastoral needs or concerns. Staff and pupils receive appropriate training to support pupils' emotional wellbeing. The personal, social, health and economic education (PSHE) programme promotes respect and healthy relationships. Behaviour is well managed and pupils are familiar with strategies they can use, often reinforcing positive behaviours to other pupils. Physical education (PE) develops pupils' sporting skills, teamwork and physical fitness. Attendance is routinely monitored and absences are rigorously followed up. Health and safety is well managed and first aid care is appropriate. Children in the early years are gently nurtured and boarders are cared for in a nurturing and supportive environment and accommodation.
6. Leaders ensure that pupils develop an awareness of their social responsibility and understanding of British values, such as showing tolerance to others and understanding democracy. Pupils learn about diverse cultures and traditions and treat them with respect. They understand the importance of inclusion and are prepared to challenge discrimination and inequality. Pupils develop social

responsibility through their actions and contribution to their community, whether by serving others in the dining hall, collecting litter on the local beach or gathering laundry in the boarding house. Pupils develop an appropriate understanding of tolerance, law and democracy and learn about political processes and how they work. Pupils develop their understanding of right from wrong and ability to reflect on moral choices. Pupils are well prepared to make choices that affect their futures and begin to understand what opportunities are open to them at next schools and in possible careers.

7. The school has a robust safeguarding culture. Staff and governors receive appropriate training and understanding is reinforced through regular updates provided by the safeguarding team. Concerns about pupils are logged and reviewed and referrals are made when local thresholds are met. Leaders with designated safeguarding responsibilities liaise with a range of external agencies to support school procedures and deepen knowledge. Pupils are taught how to keep themselves safe when online and are protected by the school's effective internet filtering and monitoring system. In the early years, mobile phones are locked away and, across the school, the policy about digital devices is implemented effectively. Appropriate recruitment checks are carried out for all new staff or governors and these are recorded on a suitable single central record of appointments (SCR).

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:

- ensure that policies contain clear information about how they relate or apply to boarders
- ensure that all previous inspection reports are consistently made available
- ensure that all teaching provides sufficient challenge to pupils to enable them to progress as effectively as possible.

Section 1: Leadership and management, and governance

8. Leaders actively promote pupils' wellbeing. Selected staff and pupils have received training to support pupils with their wellbeing, so that it is always a priority. All staff know the children well, enabling them to offer dedicated support when concerns are raised. A pastoral 'watch list' is routinely shared with staff, so that they know which pupils need support and what challenges they are facing. Pupils know with whom they can share their concerns and they readily identify adults and fellow pupils whom they trust as confidants. In boarding, leaders use their broad pastoral experience to offer dedicated and caring support to pupils who board, so that they consider the boarding environment to be homely.
9. Governors are well informed on matters that require their strategic oversight. They receive regular reports and attend school events frequently. This enables them to ensure that leaders have the appropriate skills and knowledge to fulfil their roles effectively. Governors monitor progress, set targets and provide challenge and support for the school's development and ensure that the Standards are met.
10. Leaders maintain an informed understanding of the school's successes and weaknesses and have a clear vision for improvement. They actively seek feedback from staff and pupils through termly surveys and analyse the results to inform the school's self-evaluation and development plan.
11. Leaders in the early years are aware of their roles and responsibilities and effectively meet the requirements of the statutory framework for the early years foundation stage (EYFS). Leaders conduct regular reviews and observations to assess provision and identify its most successful aspects and areas for development or training, which feed into the wider school development plan. Leaders meet regularly with staff to discuss professional practice and development, and to provide them with support, if necessary.
12. Leaders are alert to any contextual risks and these are carefully considered and well documented and graded on a risk register. Leaders take appropriate actions to mitigate risk, encouraging staff to consider potential risks in their subject and teaching areas, and making use of external consultants to assess risks on the school site and beyond. Leaders respond swiftly to any identification of potential hazards and take effective action to address these. They ensure staff have appropriate training in risk assessment. Staff familiarise pupils with the lanyards that visitors are required to wear and encourage them to report anything that seems untoward.
13. Policies are detailed and informative and reflect statutory requirements. They provide appropriate guidance on school procedures and are implemented effectively. However, school policies do not always make it clear how they relate or should be applied to boarders.
14. Leaders resolve complaints promptly. The complaints log is detailed. It features a chronological record of complaints received and includes information on the nature of the complaints, follow-up actions and any lessons learned. Complaints are considered informally and formally on a three-stage basis. Separate policies exist for adult and pupil complaints but these do not make it clear how boarders can raise complaints on a formal basis.
15. Leaders maintain active links with many external agencies, including the local authority, social care, the local community and sports partnerships. Leaders utilise these links for support, guidance, training and community involvement, as well as sporting competitions and partnership.

16. Leaders ensure that relevant and required policies are provided or made available to parents, mostly through the school's website. However, at the start of the inspection, some previous inspection reports were not available on the school's website. Leaders published these reports on the school's website before the end of the inspection.
17. The school meets the requirements of the Equality Act 2010. A suitable accessibility plan gives appropriate consideration to the ways in which any pupils who have SEND can access the school site and curriculum, and the further improvements that are planned to extend this provision. Annual reviews are carried out for pupils who have an education, health and care plan (EHC plan) and the local authority receives appropriate information about the use of any funding it provides.

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

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

Section 2: Quality of education, training and recreation

19. Leaders have made well-considered decisions to extend the curriculum so that pupils have appropriate opportunities for dance, drama and outdoor learning as regularly timetabled lessons alongside the core subjects. The curriculum is effective in its coverage and offers pupils the opportunity to develop a breadth of skills and understanding in French, mathematics, computing, music, art and science. The curriculum is planned so that pupils can make age-appropriate progress from the early years through to Year 8, with additional enrichment opportunities and careers guidance also featuring. Pupils in Years 6 to 8 study the individual sciences so that they are well prepared for their transition to senior school. Pupils are required to think carefully and apply their developing subject knowledge through researching, planning and delivering individual projects, such as in computing and design.
20. Governors and leaders regularly observe teaching to inform their insight about the quality of education that pupils receive. They observe lessons and track individual pupils during focused 'teaching and learning' weeks, to ensure that teaching is appropriate to the age and ability of the pupils being taught and enables them to make progress. Leaders' observations of lessons also enable them to assess how effectively resources are used and what further resources may be required to improve pupils' learning experience.
21. Teachers plan lessons effectively so that pupils benefit from their competent subject knowledge. Lessons do not discriminate against any pupils and are planned to enable pupils to develop open minds and collaborative skills. Lessons are accessible for all pupils and delivered to ensure that pupils with different levels of prior attainment can make progress, regardless of their ability. Teachers use effective questioning to assess knowledge and understanding so that pupils can build on prior learning. The positive relationships between teachers and pupils provide an environment where pupils are supported and encouraged to make typically good progress. However, the level of challenge is not consistent across all lessons, with the result that there are times when pupils do not progress as effectively as possible. Leaders have recognised the need to increase stretch and challenge and have recently rolled out a new programme that identifies the support, enrichment, extension and scholarship opportunities that the school can provide. However, the impact of this has yet to be seen.
22. Teaching engages pupils so that they approach learning with enthusiasm and self-motivation. They enjoy creative and aesthetic opportunities such as drawing biscuits in a still life study and designing and making their own vehicles in technology. Pupils speak with confidence and are curious to find out new things. Pupils are invited to critique each other's work and they demonstrate good understanding when commenting on what they like and when sharing ideas on how work can be improved. Teachers share information about pastoral and academic matters appropriately with boarding staff and one another and this enables boarders to benefit from dedicated support in lessons and prep so that they can make progress.
23. Pupils who have SEND are identified through routine screening. Leaders create ILPs to help ensure that pupils get the support they need in each lesson to enable them to access the curriculum, make good progress and have an enriching experience. ILPs are comprehensive and include consideration of the pupils' opinions. They identify strategies that pupils can use to support their own learning and any additional support that is required, including on a one-to-one basis when appropriate. Pupils who have an EHC plan are given support appropriate to their needs.

24. When required, pupils who speak English as an additional language (EAL) receive helpful additional support, such as translations of work into their first language, subtitles on presentations and flashcards to use in their work.
25. The suitable framework for assessment is used effectively by leaders and teachers to evaluate pupils' work and inform further provision to advance their learning. Subject specialists review pupils' progress and areas for support so that they can review and modify their planning when needed. This assessment underpins the new reporting systems, where parents receive half-termly updates on their child's progress. Teachers provide pupils with feedback that enables them to identify how they can improve their work and meet their targets.
26. The early years curriculum is well sequenced and designed effectively to equip children with the knowledge and skills they need to progress on to their next stage of learning. Teachers emphasise the importance of communication and language and children make good progress in this area. They speak with confidence and listen carefully to stories, predicting what happens next. They write their names and simple words correctly and demonstrate knowledge and familiarity with language relating to weight and measure in mathematics.
27. The school provides pupils with a wide range of extra-curricular clubs and activities to enable them to develop new interests and build relationships with other pupils. Clubs are well attended and offer opportunities for physical activity, drama, music and kindness. Teachers provide a range of stimulating activities for boarders, which help develop confidence and self-esteem. Boarders access activities within the school and the boarding house, where dedicated resources such as electronic games, board games and snooker tables allow them to relax and unwind.

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

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

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

29. Leaders and staff ensure that pupils' emotional wellbeing is a priority. Form tutors and staff are available to pupils should they wish to share any concerns, with some acting as trained 'wellbeing champions'. Leaders also provide training to 'pupil wellbeing ambassadors' to enable them to provide support for others. Pupils who share concerns receive empathetic and effective support. Pupils who suffer from anxiety are supported in accessing school with a calmer start to the school day in one of the school's 'wellbeing support' rooms. Staff are observant and notice when pupils are emotional or not behaving as they do normally. They take actions to boost pupils' spirits when required, such as by giving them little decorated stones to symbolise that pupils are being thought about and cared for.
30. The curriculum reinforces the importance of tolerance of and respect for others. The PSHE curriculum is implemented effectively and develops pupils' understanding of healthy relationships and strategies to manage emotions.
31. Relationships and sex education (RSE) meets the requirements of current statutory guidance. It is taught in an age-appropriate way, with older pupils learning about themes such as puberty, how their bodies change and reproduction. Pupils also learn about sexual orientation and gender identity in an unbiased way.
32. Pupils learn about the diversity of ethnicity, religions and different family groups. Pupils explore the importance of inclusion. Leaders encourage pupils to appreciate and respect their own and other cultures. In theology, philosophy and religion (TPR) lessons, pupils learn about different cultural and religious traditions and beliefs, and these are further promoted and celebrated in assemblies. In PSHE, pupils learn about life in British society and the values that inform it, such as the importance of democracy, allowing everyone to have a vote. They learn that laws are created to keep us safe. As a result, pupils develop an understanding of the importance of challenging inequality and discrimination, and they gain the confidence to do so.
33. Physical education lessons develop pupils' understanding of the importance of exercise and physical fitness. It advances their physical skills such as co-ordination. Pupils enjoy representing the school in competitive fixtures and pupils with higher prior attainment are often selected for county sides across many sports. High-intensity exercise circuits enable pupils to develop their core strength and level of fitness, and activities such as darts improve their fine motor skills and hand-eye co-ordination.
34. Older pupils all hold positions of responsibility as prefects. They develop leadership skills for their future lives and make considerate contributions to the wellbeing of fellow pupils as 'wellbeing ambassadors' and 'buddies', in addition to organising lunchtime clearing rotas. The school's house system is integral to school life and used effectively to build unity and self-esteem.
35. Leaders follow statutory guidance relating to admission and attendance. Teachers complete attendance registers twice daily and quickly identify late or absent pupils. All codes are used correctly and notes are added to explain lateness and absence. Attendance is diligently monitored and parents receive notifications when attendance rates fall below expected levels. Leaders promote the benefits of regular attendance and advocate its impact on wellbeing as well as learning.

The school notifies the local authority whenever pupils join or leave the school at non-standard times of transition.

36. Health and safety is well managed and facilities are suitably maintained. Health and safety is a priority agenda item for every meeting, so that important matters such as updated or new policies and necessary maintenance can be discussed. Chemicals are stored safely and effectively. Relevant staff are suitably trained and they have competent knowledge and understanding of their responsibilities and ability to identify potential health and safety hazards or defects so that these can be addressed. Governors take an active role in health and safety and often walk the site to identify if any repairs and maintenance are needed. As a result, they are well informed to respond when health and safety discussions arise. The school responds quickly to advice and recommendations provided from external fire risk consultants. Fire evacuation drills are carried out regularly, including in boarding hours.
37. First aid provision is suitable and effective. Suitably trained staff, including those trained in paediatric first aid, provide children and pupils with effective support and administer first aid or medication appropriately when required.
38. Leaders communicate clear behavioural expectations and implement appropriate systems to ensure pupils behave well. Pupils are familiar with the school's 'tell, ask, get' (TAG) system as a behaviour strategy, which empowers them to manage situations so that they can tell others how they feel, ask for an individual to stop what they are doing and get help from a friend or adult. Pupils take responsibility for their behaviour and they support each other in making positive behavioural choices. Teachers actively encourage reflection and resolution so that children learn from any occasional poor behaviour that they might demonstrate. The school's anti-bullying policy is clear and enables teachers to deal with any bullying effectively. Kindness is emphasised with the 'kindness club' and 'buddy bench' reinforcing the school's approach. As a result, pupils are very respectful towards one another and instances of bullying are rare.
39. Pupils are well supervised around the school and encouraged to respond appropriately when they encounter unkindness. Teachers de-escalate situations effectively and encourage pupils to reflect on what they have done by listening to other pupils. Teachers supervise arrival at school, welcoming the pupils and providing support for them so that they leave their parents and become independent. At the end of the day, teachers ensure that pupils sign out when they are collected so that they know who is left on site. Boarders are well supervised when doing homework and are able to request assistance from their teachers when needed. Additionally, they know which members of staff they can contact at any time. In the early years, teachers supervise children closely so that they can develop independence safely, especially when using the outdoor apparatus such as climbing frames and bicycles. Appropriate staff-to-child ratios are maintained at all times in the early years.
40. In the early years, teachers prioritise children's emotional wellbeing, supporting them when separating from their parents at the start of their day and ensuring that they receive a warm welcome into school. Teachers actively develop children's awareness of safety, such as by explaining why scissors should be held with the sharp ends pointing down. Children in the early years enjoy opportunities for dance and PE and they also make productive use of the outdoor area that provides appropriate opportunities and activities for their physical development.
41. Boarding provision meets pupils' needs successfully. The school provides a caring environment and suitable boarding accommodation. Boarders' emotional needs are well supported by staff, an

independent person and other pupils. Senior boarders take responsibility for younger boarders as 'buddies' and staff are proactive in addressing any homesickness or other worries. Boarders can decorate their own spaces and they have facilities to keep their possessions safe. Boarding staff develop respect and positive relationships amongst boarders. Regular boarding meetings allow boarders to share their opinions and feedback, resulting in changes to menus, activities and facilities.

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

42. All the relevant Standards are met.

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

43. Pupils develop economic literacy and social awareness across the curriculum, learning about real-world problems that affect different countries. For example, pupils explore issues relating to the tomato harvest in Italy and water supply shortage in Africa. Teachers help pupils learn about debit and credit in mathematics and managing a budget in design and technology (DT) as part of a project on making bath bombs. Pupils learn to manage the cost of resources and consider prices and profit margins. In the early years, children develop their understanding of the concept of money through their mathematical topics. They use money in the role-play area to purchase items.
44. Pupils develop an understanding and respect for democracy when they elect their form representatives for the school council. A regular town hall event enables them to ask questions and seek feedback on decisions affecting their community and offers them an opportunity for their voices to be heard and respected. Visits from politicians help them understand what happens in the House of Commons and that members of parliament represent a range of political parties with different views. This develops a broad understanding of the political process and that laws are established in Parliament to support the running of society. Staff ensure that any discussions with political content are conducted impartially and without any bias.
45. Teachers support pupils in developing social responsibility through the PSHE programme. They learn to reflect on, and develop an understanding of, what is right and wrong. Pupils learn to take responsibility for things they can change and have a positive impact on and to be part of the solution rather than part of the problem. Teachers model the importance of forgiveness and pupils recognise that they are given appropriate opportunities to learn from any unwise behavioural choices. Pupils explore social and moral dilemmas such as discussing whether artificial intelligence (AI) can be used morally and effectively and in what ways this can be done.
46. Leaders actively encourage pupils to make a positive contribution to the school community, the local area and to wider society. Prefects help organise school systems and rotas relating to the dining hall, and co-ordinate charitable activities through events such as 'marathon Monday'. Pupils understand the benefits of school initiatives to support others, such as training pupils as 'wellbeing ambassadors', and fundraise to help implement these. Pupils visit local care homes to entertain the elderly residents, collect litter on local beaches and engage in collaborative opportunities through local sports partnerships, which widen the range of sporting competitions they can participate in.
47. Leaders emphasise courteous manners through an orderly lunch service, where pupils sit in mixed-year groups in their houses. They learn about etiquette and courtesy, so that they hold doors open for others, set the table at mealtimes and show considerate table manners. Staff foster positive discussion and warm and respectful interactions between pupils of different ages.
48. Leaders have recently revised the careers guidance to ensure that older pupils develop an age-appropriate understanding of potential careers. A careers week enables pupils to talk to adults representing a range of different careers and consider what opportunities may be open to them in their future lives. 'Future schools' events provide appropriate guidance and information on the next steps pupils may take and the schools that are likely to be suitable for them. A scholarship programme helps pupils develop their skills so that they can be prepared for their applications and transition to senior school. For example, older pupils actively apply for their roles and are

interviewed for the roles they apply for, helping them appreciate what it is like to apply for employment and preparing them effectively for their futures. They develop work-based skills such as managing rotas and resources.

49. Children also develop an understanding of the similarities and differences between themselves and how to share resources and activities. They learn about cultural celebrations and beliefs and different family traditions. They enjoy chatting with older pupils over the fence of their enclosed outdoor area and become adept at sharing and taking turns on the rope swing when visiting the forest area of the school site. These positive interactions help pupils develop their social skills.
50. In boarding, staff actively promote mutual respect and help boarders understand right from wrong through reflective discussions on how their behaviour affects others within the boarding house. Boarders are encouraged to take responsibility and tasks such as gathering laundry enable them to make a positive contribution to others in the house.

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

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

Safeguarding

52. Leaders manage safeguarding effectively. They ensure that staff and governors receive appropriate training, which is updated annually, and receive weekly updates on safeguarding matters so that they understand that safeguarding is everybody's responsibility. Leaders with responsibility for safeguarding make use of a wide network of support to broaden their own understanding so that they can advise colleagues appropriately. The safeguarding team responds to any concerns raised swiftly and appropriately, including by referring concerns to relevant external safeguarding agencies when appropriate.
53. A 'safeguarding blast' email is used effectively to share appropriate information about pupils about whom there are pastoral or safeguarding concerns and to provide summary reminders and reinforcement on aspects of safeguarding, such as creating safe spaces for pupils to raise concerns and how to record concerns when they are shared.
54. Staff record safeguarding concerns on a centralised system. The safeguarding team reviews and discusses all concerns diligently on a weekly basis. The records are well maintained and a chronology is kept of different actions taken and the decision-making behind them. Leaders with responsibility for safeguarding use this information effectively when making decisions on whether a case meets local thresholds and needs to be referred. Staff understand how to raise any concerns or allegations about adults that may arise.
55. Leaders understand their responsibility to look after children and liaise appropriately with local authorities to agree and review personal education plans (PEPs) and share feedback on their progress.
56. Leaders have appropriate understanding on the links between safeguarding and attendance and diligently monitor attendance rates. All absences are routinely followed up to ascertain a pupil's whereabouts if they are not at school.
57. Leaders implement effective safer recruitment procedures. The school carries out all required pre-employment checks and documents them accurately in the SCR. References are verified to ensure they have been provided appropriately. Personnel records correlate with the information stored on the SCR.
58. Leaders implement a robust internet filtering and monitoring system. They conduct regular tests to check that the system is working effectively. Pupils receive appropriate guidance and training in lessons on online safety, such as about the dangers of sharing of personal information.
59. In the early years, staff receive regular training and they are clear on their roles and responsibilities. Policies are comprehensive and detail procedures and how to respond to or escalate concerns. Leaders actively listen to the views of children and practitioners and act promptly in dealing with any concerns. Mobile phones are securely locked away during the school day and visitors to the early years are reminded to follow the digital policy.

The extent to which the school meets Standards relating to safeguarding

60. All the relevant Standards are met.

School details

School	Glebe House School and Nursery
Department for Education number	926/6004
Registered early years number	EY298976
Registered charity number	1018815
Address	Glebe House School and Nursery 2 Cromer Road Hunstanton Norfolk PE36 6HW
Phone number	01485 532809
Email address	ghsoffice@glebehouseschool.co.uk
Website	www.glebehouseschool.co.uk
Proprietor	Glebe House School Trust Limited
Chair	Mrs Hannah Searle
Headteacher	Mr Adrian Stewart
Age range	6 months to 13 years
Number of pupils	116
Number of boarding pupils	4
Number of children in the early years registered setting	80
Date of previous inspection	18 to 19 January 2023

Information about the school

61. Glebe House and Nursery is a co-educational independent day and boarding school located in Hunstanton, Norfolk. Founded in 1874, the school is a charitable trust, overseen by a board of governors. The current headteacher took up post in September 2023 and the current chair of governors took up her position in September 2024.
62. Boarders are accommodated in two single-sex houses on the school site. A small number of pupils board from Monday to Thursday, with a greater number boarding on a flexible basis.
63. The registered early years setting is located in self-contained premises and is open for fifty weeks of the year. The Nursery serves children aged from six months to four years. The Reception class caters for eleven children and is included within the pre-prep section of the school.
64. The school has identified 28 pupils as having special educational needs and/or disabilities. Six pupils in the school have an education, health and care plan.
65. The school has identified English as an additional language for a very small proportion of pupils.
66. The school's stated aims are to nurture each pupil's individual strengths and potential, providing personalised attention within a safe, caring and intellectually stimulating environment where all children are happy, feel a genuine sense of belonging, and make a positive difference in their world. Daily opportunities promote growth, curiosity, independence and new possibilities. A values-driven curriculum and positive behaviours build a resilient community in which pupils embrace challenges and learn from mistakes. Robust partnerships and high-quality pastoral care foster respect, equality and effective preparation for the next stage of education.

Inspection details

Inspection dates

6 to 8 January 2026

67. A team of five inspectors visited the school for two and a half days. The on-site inspection of the registered early years setting was quality assured by a monitor.

68. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- 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
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

69. 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

For more information, please visit isi.net