

School inspection report

24 to 26 March 2026

The Greater Horseshoe School

Little Bovey Lane

Heathfield

Newton Abbot

TQ12 6RH

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. The proprietor and school leaders have a clear vision for the school, creating a culture in which pupils' wellbeing sits at the heart of the school's ethos. A comprehensive programme of induction and training equips staff and governors with the skills and confidence needed to implement this vision effectively and to meet the Standards consistently. The middle leadership team has recently been formed with some new appointments. Consequently, their development and contribution to continuous school improvement is in the early stages.
2. Across the school, staff apply a respectful, therapeutic and trauma-informed approach that recognises and supports pupils where past adversity impacts their emotions and behaviour. This coherent practice enables pupils to build the confidence, emotional regulation and resilience needed to attend school regularly and engage positively with learning independently and alongside others.
3. Every pupil follows a carefully designed individual learning pathway that prepares them well for academic and vocational success. High-quality careers education, guidance and real-world experiences are woven successfully throughout the curriculum, including extensive opportunities to learn on the school farm and to develop musical skills through specialist provision known as 'Musers'. These experiences broaden pupils' horizons, build practical competence and nurture creativity, giving them a comprehensive understanding of the world of work and the range of opportunities available to them. This unwavering and highly effective focus on preparing pupils comprehensively for their futures is a significant strength of the school.
4. The curriculum is broad, practical and closely aligned to pupils' stages of development, needs and interests. A wide range of extra-curricular activities further enriches pupils' experiences and promotes their confidence, wellbeing and personal development. The procedures for managing education, health and care plans (EHC plans) are thorough and suitable. Assessment and monitoring of pupils' progress are highly effective, enabling teachers to respond to each pupil's individual needs so that they make progress at a pace that is ambitious and appropriate. Pupils gain the knowledge, practical skills and self-belief required to achieve a range of qualifications, including entry level 1 to 3 in art, science, English and mathematics, functional skills in English and mathematics, and GCSEs in English, mathematics and science, with several pupils achieving higher grades. By the time they leave the school, pupils have made extremely good progress from their starting points and are well prepared for the next stage of their lives, progressing successfully into further education, training and employment.
5. Personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are thoughtfully planned and adapted to individual pupils' needs, enabling them to understand the changes they will experience as they grow and how to keep themselves healthy and safe. A wide range of practical experiences, including cooking, caring for animals and outdoor learning, helps pupils develop confidence, independence and the physical balance, strength and coordination that support effective learning. Pupils' spiritual awareness is sensitively developed through the school's caring ethos and the deep, trusting bonds they form with the farm animals, which foster empathy, reflection and a sense of responsibility. Staff consistently use a positive and restorative approach to behaviour management that encourages pupils to reflect on their actions, repair relationships and resolve disagreements constructively.

6. The premises are maintained to a high standard, with vigilant attention to health and safety, fire procedures, first aid and the secure administration of medicines. Attendance and admission registers meet statutory requirements. Prompt and caring support from staff means that many pupils previously unable to attend school now attend regularly and enjoy their learning.
7. A culture of unconditional respect, inclusion and appreciation of diversity underpins daily life, helping pupils feel valued and understood. Pupils develop a practical grasp of British values and contribute positively to the school and wider community through events and collaborative projects. High-quality careers education is woven throughout the curriculum and school life. Pupils receive personalised guidance, take part in meaningful work-experience placements and develop essential life skills such as communication, organisation and money management. This coherent approach equips pupils with the confidence, independence and practical understanding they need for their next steps and for life in modern British society.
8. There is a secure culture of safeguarding throughout the school. Policies and procedures are implemented in line with statutory guidance and overseen effectively by leaders and governors. Staff know pupils and their families very well, enabling them to identify concerns quickly and respond appropriately through ongoing risk assessment and early help. Safeguarding leaders are well trained, work collaboratively and engage effectively with external agencies to secure timely support for pupils. Training for all staff is thorough and regularly updated. Record-keeping is detailed, secure and used well to monitor risk and evaluate actions. Online safety is promoted through robust internet filtering and monitoring systems that leaders review regularly and report to governors, with swift responses to any concerns. Pupils learn how to keep themselves safe, including online, through their PSHE lessons and the individualised pastoral and therapeutic support that they receive. Safer recruitment procedures are rigorous. All necessary pre-employment checks are completed diligently and recorded accurately on the 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:

- develop the role of middle leaders to strengthen their contribution to continuous improvement.

Section 1: Leadership and management, and governance

9. The school has undergone a period of considerable change, including the appointment of a new headteacher and leadership team. With effective support from those responsible for governance, leaders have carried out a rigorous and accurate self-evaluation and identified clear, well-judged priorities for development, including the development of middle leadership across the school to strengthen their contribution to continuous school improvement.
10. Governors and leaders articulate a clear and purposeful vision for the school, placing pupils' success and the wellbeing of the whole community at the centre of every decision they make. Their aims focus on providing a carefully tailored programme for each pupil that brings together therapeutic approaches, outdoor learning and personalised academic and vocational pathways. This vision is realised through a nurturing environment in which learning is supported by highly trained and skilled staff and specialist facilities including the school's nearby farm and specialist music provision. Leaders ensure that every pupil receives an effective blend of hands-on education, therapy and real-world opportunities so that they develop the confidence, independence and skills needed for long-term success.
11. Extensive training enables staff to develop the depth of knowledge and practical skills required to carry out their roles with confidence and precision. Regular professional development, aligned with the school's priorities and pupils' needs, ensures that all personnel understand their responsibilities, including to the school's strategic direction, safeguarding culture and day-to-day provision. An effective performance review process complements this training. Leaders provide staff with clear expectations, constructive feedback and well-targeted objectives that help them refine and continue to improve their practice. This sustained focus on high-quality training and appraisal supports continuous improvement across the school.
12. Governors draw on a wide range of information, including visits to the school, reports, data analysis and collaborative discussions. This enables them to evaluate accurately how well the school meets the Standards and to pinpoint where further improvement is needed. This systematic and collaborative approach enables governors to provide leaders with informed challenge and support, ensuring that strategic decisions are well founded and focused on securing sustained improvement for pupils.
13. Leaders and governors demonstrate a comprehensive understanding of strategic risk. They ensure that robust and appropriate risk assessments are in place for health and safety, individual pupils and safeguarding, and that these are reviewed and updated systematically.
14. There are effective links with external partners, including the local authority, police and social services. Leaders ensure that the requirements of EHC plans are met fully and provide the local authority of how funding received for pupils who have EHC plans is used.
15. The school has a detailed and well-considered accessibility plan that sets out clear adaptations to the premises, teaching approaches, communication methods and the availability of school information. The school meets its responsibilities under the Equality Act 2010, promoting inclusion so that all pupils participate fully and safely in school life.
16. Leaders ensure that all required information is made available, primarily through the school's website, which is kept up to date and accessible. Parents receive regular communication and are

well informed about school life and their child's experience. Twice-yearly written reports provide parents with clear information about their child's progress and outcomes, and annual review meetings offer a comprehensive overview of each pupil's needs, achievements and next steps. In addition, parents receive photographs through the assessment system that give meaningful insight into pupils' day-to-day learning and achievements. The school informs the local authority whenever pupils join or leave the school at non-standard times of transition.

17. A suitable complaints policy is in place and implemented consistently. The number of complaints received in the previous year is made available to parents. Leaders respond to concerns raised by parents with care and understanding, ensuring that issues are addressed promptly and appropriately. Clear and comprehensive records of complaints are maintained, including the actions taken and the outcomes of each complaint, supporting effective oversight by governors.

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. The curriculum is broad, practical, rich and balanced. It draws on the national curriculum and relevant examination requirements whilst remaining flexible enough to meet pupils' individual needs and interests. It is well resourced, covering all of the required areas of learning, including English, mathematics, science, humanities, technology and the performing and creative arts. The school farm provides a practical context in which pupils particularly develop responsible attitudes, problem-solving skills and an understanding of animal care and horticulture. Specialist music facilities include dedicated rehearsal and recording spaces, enabling all pupils to explore learning an instrument, composition, performance and music technology.
20. Leaders demonstrate a comprehensive understanding of the school's responsibilities in relation to pupils' EHC plans. Staff, pupils and parents contribute meaningfully to the review process so that targets are purposeful and relevant. These targets are broken down into small, achievable steps and woven effectively into pupils' individual education plans (ILPs), daily lesson activities and therapeutic programmes.
21. On-site therapies, including speech and language therapy and occupational therapy, are integrated effectively into the curriculum so that pupils receive high-quality, individualised support in line with their EHC plans. In addition, therapeutic approaches are embedded throughout classroom practice. In targeted sessions, therapists focus on areas such as phonological awareness, expressive language and receptive understanding. Therapists work closely with teachers, particularly to help them model effective communication strategies, reinforce key vocabulary and demonstrate the use of devices and visual tools that support pupils' learning. This close partnership between teachers and therapists ensures that therapeutic input is consistent, purposeful and integrated into pupils' day-to-day educational experiences, greatly enhancing pupils' communication, regulation and access to learning.
22. Leaders use referral information and baseline assessments to determine each pupil's starting points with precision and to place them on the most suitable of the three curriculum strands. This 'engagement route' provides a highly personalised, sensory-rich curriculum for pupils who require considerable support to develop early communication, interaction and regulation skills. The core primary and secondary route provide a structured, skills-based curriculum that prioritises early literacy, numeracy and communication, enabling pupils to secure the foundations needed for future learning. The qualifications route supports pupils in following accredited courses, including functional skills, GCSEs and vocational qualifications, supported by practical learning in areas such as technology, cookery, animal care and horticulture. This tiered structure is flexible, enabling pupils to successfully follow a pathway that is ambitious, responsive and appropriate to their needs. Mentors act as advocates for their learners, combining ambition with a nurturing approach that communicates high expectations and genuine care.
23. Planning is detailed and adapted thoughtfully so that pupils can access learning individually and, where possible and appropriate, within small groups. Carefully structured activities in which teachers model collaborative skills give pupils valuable opportunities to practise communication, turn-taking and problem-solving. For example, in cookery, pupils work together to follow recipes, weigh ingredients and sequence steps, and in horticulture they measure planting distances, care for seedlings and maintain garden areas. This blend of individualised learning and purposeful group

work substantially develops pupils' confidence, deepens their understanding and enhances their engagement across the curriculum.

24. Teachers place emphasis on developing pupils' early speaking, listening, literacy and numeracy skills so that pupils build secure foundations for future learning. Early literacy is particularly developed through a structured phonics programme that is implemented consistently across the school. Practical, hands-on activities using resources such as magnetic letters, sound tiles and story-sequencing cards help pupils to develop and re-enforce their knowledge of phonics. Consequently, pupils learn to recognise letters and sounds, blend and segment words and apply these skills independently in reading and writing.
25. Pupils develop core number skills through practical, concrete activities that build secure conceptual understanding before they move on to more abstract tasks. Teachers draw on real-life and cross-curricular contexts, which develops pupils' skills in applying number skills independently in a variety of contexts. For example, on the school farm, pupils measure the space required for the goats' pen and calculate feed quantities, in design and technology they measure materials, calculate dimensions and follow scaled plans when constructing products, and in music they count beats, recognise rhythmic patterns and explore fractions through note values.
26. Leaders and staff use a comprehensive and detailed assessment system to track pupils' progress across all subjects as well as their personal development. Sophisticated analysis of the data gives staff a clear picture of whether pupils are emerging or developing in their learning and where learning is secure or reaches a level of mastery. Regular formative assessments, observational notes, therapeutic insights and curriculum-linked tasks are brought together to build a detailed and accurate profile for every pupil showing their strengths, needs and rate of progress. Leaders identify patterns in assessment data that indicates what is working well, where practice needs to be adapted and how to refine provision so that pupils make sustained progress. This cohesive approach to assessment effectively supports pupils in gaining a range of qualifications including entry level 1, 2 and 3 in art, science, English and mathematics, functional skills in English and mathematics, and GCSE in English, mathematics and science, with several pupils achieving grades 4 to 7.
27. A wide range of extra-curricular activities is woven into the school day, giving pupils regular opportunities to explore interests, develop new skills and build confidence. Clubs such as games, art, eco, craft, football, debate, darts, band and exercise provide enjoyable experiences that promote teamwork, communication and wellbeing.

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. Personal, social, health and economic education and RSE are integrated as core elements of the curriculum, forming a central part of pupils' daily experience and personal development. The PSHE and RSE programme is meticulously planned and adapted to reflect pupils' needs, interests and emerging issues. Parents are consulted appropriately regarding the RSE programme so that they understand its content and sequencing and can work in partnership with the school. Detailed teacher assessment of PSHE and RSE is integrated well into the school's assessment system.
30. The curriculum supports pupils in understanding the emotional and physical changes associated with growing up and covers areas such as mental wellbeing, healthy relationships, pornography, personal boundaries and consent. Staff respond swiftly and sensitively when concerns arise such as online behaviour outside of school, friendships and relationships. Individual guidance is given to pupils in tutorials as well as through the incorporation of such issues into the curriculum and assemblies.
31. Pupils' spiritual development is nurtured through a consistent focus on self-understanding and emotional regulation. Outdoor learning and regular interaction with the farm animals, including goats, pigs and rabbits, provide rich opportunities for pupils to practise patience, calmness and emotional regulation, deepening their connection with nature and appreciation of the world around them. Through the study of world religions, pupils gain insight into diverse spiritual perspectives and practices. Recent trips to a synagogue and Poland supported pupils effectively in developing a deep understanding of the Jewish faith and culture and the impact of antisemitism.
32. Occupational therapy supports pupils' physical development, using activities such as outdoor exercise circuits on the farm to build the balance, co-ordination, fine and gross motor skills that underpin effective learning. Through PSHE and physical education (PE), pupils learn how to maintain physical and mental health, including how to balance nutrition, activity, recreation and sleep. A wide range of extra-curricular opportunities further enhance pupils' wellbeing. Playing in the outdoor recreation area known as the 'Muga', cooking, caring for animals and taking part in The Duke of Edinburgh's Award scheme (DofE) help pupils to develop healthy habits that extend beyond the school environment.
33. Staff model respectful behaviours. Their presence throughout the school day consistently supports pupils' sense of belonging and trust. Adults actively engage with pupils, including during breaks and at arrival and departure. They provide pupils with calm, emotional support, helping them to feel welcome, known and understood as individuals.
34. Leaders take much care to provide an environment where the colours, fabrics and textures promote calmness and a sense of emotional wellbeing. Clear and consistently applied behaviour and anti-bullying policies, rooted in restorative principles where everyone involved understands what has happened, work to repair harm, rebuild relationships and underpin a predominantly calm and purposeful learning environment. Pupils are supported to understand and manage their emotions and behaviour through a therapeutic approach that prioritises de-escalation, reflection and repair. Detailed monitoring and tracking systems, combined with effective teamwork across all staff, ensure that emerging patterns of behaviour are identified swiftly and that targeted support is provided in a timely and co-ordinated way. Consequently, the number of behavioural incidents has reduced

considerably over time, and the school is able to apply its policy of not excluding pupils as a result of their behaviour.

35. Admission and attendance registers are maintained in line with statutory requirements. A senior leader monitors attendance closely and diligently follows up any absences each day. Immediate action is taken to support pupils and their families if a pupil is unable to attend school. Through this proactive and caring approach, pupils who have experienced long periods of absence are now attending school regularly and pupils' attendance overall is in line with national averages.
36. Governors and leaders ensure that the required health and safety checks are carried out appropriately and action taken without delay, when required. The school's premises are maintained to a high standard, providing a suitable and well-organised environment for pupils and the wide range of animals that are cared for as part of the school's provision. Staff receive regular health and safety training and are highly alert to any circumstances that may pose a risk to pupils, animals or the wider school community. Maintenance requirements are logged meticulously and prioritised so that immediate action is taken where required.
37. Each site includes suitable first aid facilities. Medicines are stored securely and administered in line with school policy. Records relating to the administration of medicine and accidents are maintained accurately. Fire procedures are displayed clearly across all areas. Trained fire marshals and regular fire drills ensure that staff and pupils implement the required evacuation procedures confidently so that the building is evacuated in an orderly and timely way.

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

38. All the relevant Standards are met.

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

39. An ethos of respect and inclusion permeates the school community. Pupils learn about society, the law and the diversity of people's lives, including differences in culture, religion, beliefs, gender and disability, particularly through PSHE and RSE.
40. Positive values are reinforced through the school's 'key elements', developed in partnership with pupils. These are woven throughout the curriculum and daily routines, emphasising treating everyone as an individual, approaching learning with an open mind, acting in ways that maximise benefit and minimise harm to people, wildlife and the environment, and developing as a whole person beyond the school community.
41. Staff and therapists support pupils well in developing a broad range of social and communication skills that they can apply confidently in different contexts. Through explicit teaching, pupils learn the importance of clarity, volume, facial expression, eye contact, proximity and body language to convey meaning. Pupils learn how to resolve disagreements calmly and respectfully so that they can build positive relationships and interact successfully with others.
42. Pupils and mentors build warm, respectful relationships that give pupils the confidence to express their views and take an active role in their learning. With support, pupils help shape their own timetables, complete self-assessments after lessons and share their opinions through regular surveys. They regularly take part in structured debates on assembly topics, including topics such as the impact of artificial intelligence, responsible social media use and how communities respond to global events. Discussing these issues with their mentors and then voting on the questions posed enables pupils to compare their perspectives with those of others, developing their understanding of democratic processes and the importance of respecting differing viewpoints. Mentors guide pupils to think critically and responsibly by highlighting fake or misleading information, presenting balanced political perspectives and encouraging pupils to question sources, verify facts and recognise bias.
43. Pupils contribute thoughtfully to shaping school expectations so that their community is respectful and purposeful. For example, on the farm, they help to establish clear expectations and routines such as asking permission before feeding animals and using tools safely. Pupils are keen to contribute to the school, the local area and the wider community, taking pride in roles that allow them to support others. They willingly take on positions such as lunch supervisors, lesbian, gay, bisexual and transgender (LGBT) ambassadors, eco-committee members, information and communication technology (ICT) technicians, library monitors and student council representatives. Through the student council, pupils vote on projects and charities to support, as exemplified recently when the whole school collaborated on a fundraising project to purchase defibrillators for both the school and farm sites.
44. Economic understanding is taught through life-skills sessions that help pupils understand spending, saving and making informed choices, using practical tasks such as planning purchases, comparing prices and managing small budgets. Through contributing to local and charity fundraising events, pupils learn how money is raised, how costs are managed and how profit or loss is generated.

45. Leaders liaise effectively with pupils and parents so that pupils' examination entries and future pathways are planned with ambition and meet individual pupils' personal, social and emotional needs. The 'Futures' curriculum provides extensive and high-quality careers education and life-skills development. Medium-term plans for every subject include clear cross-curricular links to careers and employability. Pupils in Years 10 to 12 receive personalised advice from a regional careers adviser, complemented by additional guidance from the local authority's careers development consultant. An extensive range of relevant and motivating work-related experiences, including placements at a local farm and castle, help pupils to apply and develop their skills in real settings. A careers tracker is used effectively to monitor each pupil's progress against national benchmarks. College visits broaden their understanding of post-16 and post-18 options. Transitions are carefully supported, with staff accompanying pupils to colleges and placements until they feel confident and secure to continue independently. This co-ordinated and focused approach to careers education supports pupils extremely well in understanding the full range of opportunities available to them and in developing the independence, life skills and confidence they need to move successfully into adulthood.

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

46. All the relevant Standards are met.

Safeguarding

47. Safeguarding policies and procedures are implemented consistently in line with current guidance. Leaders and governors ensure that safeguarding is prioritised across the school. This supports a secure safeguarding culture in which pupils feel safe, valued and confident to express any concerns.
48. Governors provide effective oversight of safeguarding. Through regular scrutiny of documentation and purposeful visits that include discussions with staff and pupils, they maintain a comprehensive understanding of safeguarding practice. Their informed challenge and support contribute well to the school's secure safeguarding culture.
49. Staff know pupils and their families extremely well. The development of trusting relationships enable staff to recognise changes in circumstances quickly and to instigate early help. They are alert to subtle shifts in pupils' behaviour, including non-verbal cues, and use ongoing risk assessments effectively to guide timely and appropriate responses. Pupils readily identify trusted adults, including mentors and tutors, which helps them to feel safe and well supported.
50. The safeguarding team are suitably trained for their role and have sufficient time to fulfil their responsibilities. They work well collaboratively, taking careful account of pupils' contextual and additional needs. Effective partnerships with external agencies, including social care, the police and child and adolescent mental health services (CAMHS), ensure that concerns are addressed promptly and that pupils and families receive appropriate and timely support.
51. Safeguarding training for governors, leaders and staff is comprehensive and regularly updated. Induction for new staff is thorough and ensures clarity about safeguarding expectations, behaviour, the staff code of conduct, whistleblowing procedures and reporting routes. Staff demonstrate a secure understanding of how to respond to disclosures and the importance of reporting low-level concerns about adults. Any such concerns are recorded and acted upon appropriately, including through discussion and further training where required.
52. Safeguarding records are detailed, precise and securely maintained. They document clearly decision-making and follow-up actions, enabling leaders to identify patterns, monitor risk and evaluate the impact of actions taken.
53. Online safety is promoted effectively through secure, age-appropriate internet filtering and monitoring systems. Leaders review the effectiveness of these systems regularly, using monitoring information to identify emerging risks and refine practice. Staff respond swiftly and proportionately to any concerns identified, ensuring that pupils are protected and that potential risks are addressed without delay. Governors receive detailed reports that enable them to evaluate the robustness of online-safety arrangements and take further action where required.
54. Staff support pupils in not using mobile phones in school, which reduces opportunities for inappropriate access or communication. Pupils learn how to keep themselves safe, including when online, particularly through PSHE and RSE. They develop an informed understanding of issues such as the dangers associated with online friendships, online bullying and the risks associated with communicating with unknown individuals. Pastoral and therapeutic provision further supports pupils' mental wellbeing, contributing positively to their safety.

55. Safer recruitment procedures are rigorous and compliant with statutory guidance. All necessary pre-employment checks are completed diligently and recorded accurately on the SCR. Supporting documentation is stored securely in well-organised electronic staff files.

The extent to which the school meets Standards relating to safeguarding

56. All the relevant Standards are met.

School details

School	The Greater Horseshoe School
Department for Education number	878/6074
Address	The Greater Horseshoe School Little Bovey Lane Heathfield Newton Abbot Devon TQ12 6RH
Phone number	01626 782038
Email address	peta.hewitt@enhancedlearningservices.co.uk
Website	www.thegreaterhorseshoeschool.co.uk
Proprietor	Acorn Care and Education Ltd
Chair	Mr Richard Power
Headteacher	Mrs Peta Hewitt
Age range	8 to 18
Number of pupils	60
Date of previous inspection	7, 8 and 17 March 2025

Information about the school

57. The Greater Horseshoe School is an independent specialist day school providing for pupils with special educational needs and/or disabilities, including pupils with social, emotional and mental health needs and autism. The school operates on three sites. The main school site is The Greater Horseshoe School, Little Bovey Lane. There is a second site at Chipley Mill Farm, Bickington, Newton Abbot, where pupils follow courses in horticulture and animal care. The third site is 'Musers', Unit 1, King Charles Business Park, Old Newton Road, Heathfield, Newton Abbot. Here, pupils follow courses in music, media and the performing arts. The current headteacher has been in post since June 2025. The school was previously inspected by Ofsted. This is the first inspection of the school by ISI.
58. All pupils who attend the school have special educational needs and/or disabilities and an education, health and care plan.
59. The school has not identified English as an additional language for any pupils.
60. The school states its aims are to provide the highest-quality, individualised education for young people aged 8 to 18 years with complex needs. It intends to offer a unique tailored programme that combines therapeutic approaches, outdoor learning, and personalised academic and vocational pathways. The school is committed to creating a nurturing, supportive environment where each pupil can thrive, supported by specialist facilities, a nearby care farm, and a wide range of practical learning opportunities. A core purpose is to ensure every pupil receives the right blend of education, therapy, and real-world experiences to help them develop confidence, independence, and long-term success.

Inspection details

Inspection dates

24 to 26 March 2026

61. A team of three inspectors visited the school for two and a half days.

62. 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 proprietor, director and deputy directors of education responsible for local governance
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the offsite facilities for horticulture, animal care and music
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

63. 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