

Hessle Mount School

Jenny Brough Lane, Hessle HU13 0JZ

Inspection dates

22–24 January 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Early years provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- The proprietor has not ensured that the school complies with the independent school standards consistently.
- Safeguarding is ineffective, and leaders have been negligent in their approach to following statutory guidance. They have not ensured that the statutory welfare requirements for the early years foundation stage are met.
- The proprietor has not ensured that all of the checks on the suitability of staff have been completed effectively and recorded appropriately.
- Leaders' risk assessments are not always followed through rigorously to ensure the health and safety of pupils.
- Leaders' monitoring and oversight of the school are weak, and they have not maintained regular training for teachers. Consequently, their views of the school are too positive and some leaders, such as the leaders for early years, have arrived at differing self-evaluation judgements.
- Lines of accountability across the leadership structure are unclear.

The school has the following strengths

- The quality of teaching is good. Teachers have secure subject knowledge. They assess pupils' learning regularly and plan lessons which are generally well matched to pupils' needs.
- Pupils make good progress in most subjects. Their attainment in reading, writing and mathematics is high.
- Children generally make good progress in their personal development and learning across early years.
- Pupils' behaviour is good. Pupils have good manners, are courteous and relate well to adults and their peers.
- Leaders have ensured that the curriculum is broad and balanced, with opportunities for specialist teaching.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- The school must meet the independent school standards, as set out in the annex of this report.
- Rapidly improve the quality of leadership by:
 - ensuring that the school’s arrangements for safeguarding meet all statutory requirements and ensure the welfare of all pupils
 - improving the quality of monitoring and oversight of all aspects of the school to secure accurate self-evaluation judgements
 - establishing clear lines of accountability across the leadership structure
 - ensuring that teachers receive professional development to continue to further enhance the quality of teaching across the school.
- Further improve the quality of teaching and learning by:
 - increasing opportunities for pupils to develop their problem-solving and reasoning skills in mathematics
 - widening opportunities for pupils to develop their research and questioning skills and extend their written ideas in history
 - ensuring that reading resources are well matched to pupils’ reading skills so that lower-attaining pupils have books that are well matched to their phonics skills and higher-attaining pupils are provided with challenging texts.
- Further develop the provision in pre-school and Reception by:
 - ensuring that the leaders of pre-school and Reception work closely together to share good practice and establish an agreed view of the effectiveness of the early years
 - continuing to implement leaders’ plans, including the development of the outdoor learning provision, to reduce the attainment gender difference between boys and girls.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not made sure that the independent school standards, including those relating to ensuring that all necessary checks are carried out on adults working in the school, are being met. This could potentially result in pupils' welfare and health and safety being compromised.
- Leaders have not maintained the level of high standards for pupils' academic progress seen at the previous inspection. Leaders do not monitor the quality of teaching effectively. The continuous professional development for staff is not well established. Leaders' view that the effectiveness of the school in all regards is outstanding is inaccurate, including the quality of teaching and pupils' outcomes. Teachers receive little guidance on how to improve their practice.
- The school provides pupils with a well-balanced curriculum which is enhanced by specialist teaching in subjects such as music, French and physical education. The before- and after-school provision enable pupils to develop their social skills and learning outside of the school day. As a result, the curriculum has a positive effect on pupils' development and academic progress.
- The teaching and learning coordinator has recently taken steps to develop the school's assessment and recording approaches. These approaches have not yet been embedded across all year groups. Therefore, it is too early to determine the effect of these developments.
- Pupils' spiritual, moral, social and cultural development is strong. The ethos of the school and the curriculum prepare pupils positively for life in British society. Pupils demonstrate a good understanding of and respect for other people from a range of cultural, religious, and diverse backgrounds.
- Parents and carers are highly complimentary about the personal development and academic progress achieved by their children attending this school.

Governance

- The school's leadership structure does not provide clear lines of accountability. This has resulted in limited challenge and support for leaders.

Safeguarding

- The arrangements for safeguarding are not effective.
- Staff receive relevant training and understand their responsibilities for safeguarding pupils and they know how to apply the school's systems. The school's safeguarding policy takes account of current government requirements and is published on its website.
- However, leaders do not complete all relevant safeguarding checks when staff are appointed. The approaches to appointing staff do not rigorously follow the school's safer recruitment policy or statutory requirements. Furthermore, leaders have not maintained safeguarding documentation to a good standard. Records such as the single central record of pre-employment checks on staff and pupils' safeguarding files are not managed

effectively to ensure that effective safeguarding measures are in place. Leaders took action during the inspection to address some, but not all, of the shortcomings in this area.

Quality of teaching, learning and assessment

Good

- Pupils make good progress across the curriculum because the quality of teaching is good.
- Teachers demonstrate strong subject knowledge across a range of subjects. They regularly assess pupils' work and generally plan lessons which are well matched to pupils' needs.
- Teaching assistants are mostly deployed effectively and have a positive effect on pupils' learning and personal development.
- Mathematics teaching provides pupils with a firm knowledge of the mathematics curriculum, particularly number work. However, the development of pupils' mathematical problem-solving and reasoning is not as well embedded.
- From the time when pupils start school, the phonics teaching is well structured and planned to match their needs effectively. This has a positive effect on younger pupils' phonics skills. However, occasionally, lower-attaining pupils have reading books which are not well matched to their phonics knowledge.
- Regular reading to adults in school assists in the development of pupils' reading skills. Effective systems to encourage pupils to read regularly at home are in place. Sometimes, the reading books provided for higher-attaining pupils do not provide the quality and challenge of texts that these pupils are reading at home.
- Science teaching provides pupils with good subject knowledge and opportunities to apply this through practical experiments. There are some opportunities to apply mathematical knowledge when recording information from experiments.
- Teaching of history and geography secures pupils' knowledge effectively. However, there are not enough opportunities for pupils to frame their own questions in history and create their own written responses to their findings.
- Relationships between adults and pupils are positive in lessons. Pupils work cooperatively in pairs or small groups and generally work hard on individual work. The conditions for learning are positive.
- Pupils receive regular homework which helps to reinforce their learning in school.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. This is because leaders have not ensured that the procedures and documentation to ensure pupils' welfare and safety are wholly effective. However, staff understand how to maintain pupils' safety, pupils are confident that they are safe and feel safe, and parents express no concerns regarding the safety or welfare of their children.
- The school ethos and caring attitude of staff enable pupils to develop self-confidence. Regular school performances provide pupils with opportunities to develop their

presentation skills for an audience.

- Assemblies are used well to develop pupils' reflection skills and to engender personal qualities, such as tolerance and respect for diversity. For example, during an assembly on the theme of 'friendship', pupils considered and shared their ideas about the principle of 'It's not what we look like but what is inside us'.
- Pupils have a good understanding of the different forms that bullying can take, including online bullying. While pupils identified that bullying did not take place in their school, they were confident that staff would help them if they had any concerns or anxieties.
- Opportunities to engage in a range of sports and activities ensure that pupils develop their physical well-being. Staff know individual pupils very well and this ensures that they can spot and support pupils where they may need social or emotional support.

Behaviour

- The behaviour of pupils is good. They are kind and caring to one another and polite and well mannered.
- Pupils behave well in lessons. However, occasionally, when teaching does not engage or challenge them, their attention can wane.
- Pupils' behaviour is good at playtimes and lunchtimes, when they play active games or socialise with friends.
- Pupils' conduct in school, including when moving around the school, is good. Sometimes, staff need to remind pupils of the school's high expectations, for example the need to leave quietly at the close of assembly.
- Teachers' records of pupils' behaviour show that there are few incidents of poor behaviour. Nevertheless, when these do occur, staff link well with parents to resolve the issue promptly.
- Pupils enjoy school and understand the importance of good attendance and punctuality. Consequently, attendance levels are consistently above national averages.

Outcomes for pupils

Good

- Pupils make good progress throughout school and their attainment across the range of subjects taught is strong.
- Regular systematic teaching of phonics has resulted in a high proportion of pupils achieving the expected standard in the Year 1 phonics screening check. The school's results are consistently above the national average.
- Pupils make good progress in reading. Higher-attaining pupils read with fluency and intonation. Lower-attaining pupils generally make good progress due to the additional support they receive.
- Pupils' writing, including grammar, punctuation and spelling, develops well. This is particularly clear where pupils are given full opportunities to express their ideas. However, sometimes, the resources provided by teachers can limit pupils' written responses in English and other subjects, such as history.

- Pupils' books show that they make good progress in mathematics, particularly in number work. However, opportunities to develop problem-solving and reasoning are not as well embedded into mathematics teaching and pupils' progress in these areas is not as strong.
- Pupils develop good knowledge and understanding of scientific topics. Their practical science skills develop well through completing regular investigations.
- Teachers' strong subject knowledge in history and geography helps pupils to develop an interest in these subjects and to gain good subject knowledge. However, opportunities to research and 'find out' for themselves are not as well established and this limits pupils' development of these skills.
- Annual assessments in reading, writing and mathematics show that high proportions of pupils are attaining well in these subjects. As a result, when pupils leave school, they are well prepared for the move into Year 4.

Early years provision

Inadequate

- The quality of teaching and children's outcomes in pre-school and Reception are good. However, early years is judged inadequate because safeguarding is judged ineffective across the school.
- Children start in the early years with skills and abilities that are usually typical for their age. From their starting points, children make good progress in both pre-school and Reception. The proportion of children who achieve a good level of development by the end of Reception is above the national average. Consequently, overall, a high proportion of children are ready to start Year 1. However, in 2018, the proportion of boys who achieved a good level of development was lower than that found nationally. Leaders have identified this difference and have plans, including improving the quality of teaching and learning in the outdoors, to address this issue.
- The leadership of the early years provision is shared by the headteacher and pre-school manager. While both have ensured that good practice is in place in Reception and pre-school, respectively, opportunities for sharing effective practice are not well enough developed. As a result, judgements of the effectiveness of early years and plans for improvement are not always aligned well enough.
- The quality of teaching in early years is strong. Staff provide an effective balance of adult-led teaching and provision where children choose activities to support their learning. The basics in reading, writing and mathematics are taught effectively. For example, children in Reception have regular phonics and handwriting practice which is well matched to their needs.
- Adults provide children with clear guidance and support to help them develop socially and emotionally. As a result, children settle in quickly, cooperate well and develop caring approaches towards one another. For example, during lunchtimes, children sit sensibly eating their packed lunches, while adults reinforce good manners with praise and encouragement.
- Partnerships with parents are strong. Staff engage and communicate effectively with parents. Staff encourage parents to have an active role in assessments of their children. Parents are very positive about the school's early years provision.

School details

Unique reference number	118127
DfE registration number	811/6001
Inspection number	10061243

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 8
Gender of pupils	Mixed
Number of pupils on the school roll	128
Number of part-time pupils	25
Proprietor	Sarah Cutting
Chair	Not applicable
Headteacher	Sarah Cutting
Annual fees (day pupils)	£6,000–£6,300
Telephone number	01482 643 371
Website	www.hesslemountschool.org.uk
Email address	info@hesslemountschool.org.uk
Date of previous inspection	28–30 June 2016

Information about this school

- Hessle Mount is a co-educational independent preparatory school in East Yorkshire, a few miles to the west of Hull. The school caters for children aged three to eight years. The school was established in 1979.
- Leadership at the school is provided by the headteacher, who is also the proprietor, and two directors, one of whom works in the school.
- The school was last inspected in June 2016, when it was judged to be outstanding.
- There is no pupil currently on roll who has an education, health and care plan.

- There is an early morning school club from 8.00am to 8.30am and an after-school club until 5.30pm each evening.

Information about this inspection

- Inspectors observed learning in 18 lessons and parts of lessons.
- The lead inspector toured the school to check for compliance with relevant independent school standards.
- Meetings were held with the headteacher, who is also the proprietor, one of the directors and the teaching and learning coordinator.
- Inspectors observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspectors observed pupils in the playground and during lunchtime.
- Four pupils from Year 2 read their reading books to an inspector and discussed how the school supports their reading development.
- A group of pupils from Years 2 and 3 discussed their opinions about the school and their learning with the inspectors.
- Inspectors took account of 40 responses to Ofsted's online parent survey, Parent View, and 38 free-text responses from parents. Inspectors met with parents at the beginning and end of the school day. There were no responses to the staff questionnaire or the pupil questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including information about pupils' achievement and the school's evaluation of its own performance. Reviews were made of behaviour and attendance records and information relating to safeguarding. The inspectors scrutinised samples of pupils' work in their books.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

Julia Norton Foulger

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admissions and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
 - 18(2)(c)(ii) the person's medical fitness.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ('S') appointed on or after 1 May 2007, whether-
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications.
- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1 August 2007 who was appointed at any time before 1 May 2007, whether each check referred to in sub-paragraph (3) was made and whether an

enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Non-compliance with the statutory requirements of the early years foundation stage

3.2. Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

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