

# Hessle Mount School

Jenny Brough Lane, Hessle HU13 0JZ

**Inspection date**

3 December 2019

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

- All of the independent school standards relating to the quality of education were met at the time of the last inspection. Nevertheless, inspectors did identify a few areas for improvement in the quality of education.
- One area for improvement was to increase opportunities for pupils to develop their problem-solving and reasoning skills in mathematics. Although the quality of this work is not consistently high in all classes, teachers are getting pupils to think more deeply and to explain their thinking in different ways. Pupils have more opportunities to solve mathematical problems.
- Another area for improvement identified at the last inspection was to widen opportunities for pupils to develop their history research and questioning skills and to develop their ideas in writing. Teachers give pupils opportunities to write about what they have learned in history lessons. However, the work teachers plan does not develop pupils' ability to begin to think more like historians.
- At the time of the last inspection, reading resources were not especially well matched to pupils' developing knowledge. Leaders have purchased some new, suitable books to supplement the existing stock. Books are generally, albeit not precisely, matched to pupils' developing phonics knowledge. Pupils have ample quality texts to choose from in the classroom libraries. Pupils' outcomes in reading continue to be strong.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b), 15*

- At the last inspection, inspectors found that leaders had been negligent in their approach to following statutory safeguarding guidance.
- Child protection files are well organised. The designated safeguarding leader keeps detailed records of all meetings and communications about pupils who may be at risk of harm or abuse. The proprietor has made timely referrals to the local authority where needed and sought advice when unsure. The proprietor has not balked at the sometimes difficult actions that have needed to be taken.
- The maintenance of the admission register did not meet the required standards. Leaders

have introduced an accurate electronic record of admissions and removals from the school roll that is fit for purpose. A system is now in place to ensure that the local authority is informed about each pupil who joins or leaves the school. The parents' forum now has oversight of this process. Furthermore, the proprietor communicates important information with receiving schools each time a pupil goes on to another school.

- The proprietor has provided a suitable, up-to-date safeguarding policy, available on the school website.
- Leaders have addressed the unmet independent school standards relating to safer recruitment and the safety of the premises as explained elsewhere in this report.
- The arrangements for safeguarding pupils are effective. As a result, these standards are now met.

#### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraph 18(2), 18(2)(c), 18(2)(c)(ii), 18(3), 21(1), 21(3), (3)(a)(iv), 21(4)*

- At the time of the last inspection, the proprietor had not ensured that all of the checks on the suitability of staff had been fully completed and properly recorded.
- Leaders quickly sought external professional advice and support regarding safer recruitment and record-keeping. An additional member of staff has been trained in safer recruitment practices. A more thorough checking process is in place. This includes a check to ascertain an individual's medical fitness and a check of an individual's qualifications before they take up employment.
- Close scrutiny of the statutorily required record of pre-appointment checks (the single central record) showed that all the required checks had been carried out on all adults working or volunteering in the school. The inspector checked documents relating to a recent appointment. All checks had been properly carried out.
- The proprietor has established checks and balances to ensure that these aspects of keeping children safe are consistently applied in future. A new parents' forum holds leaders to account for the proper application of statutory guidance and the school's own policies. Members of the forum check for themselves rather than simply accepting the word of leaders.
- These standards are now met.

#### Part 5. Premises of and accommodation at schools

*Paragraph 25*

- Leaders' risk assessments were not always followed through rigorously, particularly with regard to the safety of the premises. A garden area adjacent to the pre-school was judged to be unsafe.
- The proprietor quickly arranged for the unsafe area to be cordoned off with a sturdy fence. Pupils are unable to access this small area of the school grounds pending repairs.
- The parents' forum keeps an eye on the safety of the premises. They ensure that the measures identified in written risk assessments are carried out.
- This standard is met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- Standards relating to the quality of leadership and management were not met because the proprietor had not ensured that all the independent school standards were met, particularly in relation to the safety and well-being of pupils. There were too few staff with leadership responsibility to do all that was needed. Lines of accountability were unclear. In addition, leaders' monitoring and oversight of the quality of education were weak. Leaders had not maintained regular training for teachers.
- The appointment of a new, experienced lead teacher is helping to speed up the rate of improvement in the quality of education. The proprietor has devolved considerable responsibility to this specialist leader in education.
- Leaders have an increasingly firm grasp on the strengths and weaknesses in the quality of education. This is informing staff development. The proprietor has ensured that staff are trained routinely. Teaching staff are positive about the opportunities for development. They feel that leaders have helped them to be more reflective about their practice. This has positively influenced the improvements in mathematics teaching, for example.
- Leaders are outward-looking and keep up to date with developments in education. They have sought external professional challenge and support, including from a local associate school and a safeguarding professional. They have acted on well-considered advice and recommendations.
- The proprietor has subjected herself and other leaders to increased challenge and support through the formation of the parents' forum. The chair of the forum, as a national leader of governance and trustee of a local multi-academy trust, has the knowledge and experience to lead this group effectively. The parents' forum has established appropriate terms of reference early. The group has quickly grasped what was needed and got down to business straight away.
- The improvements demonstrate sustained capacity for further improvement.
- This standard has now been met.

### Statutory requirements of the early years foundation stage

- The weaknesses in safeguarding arrangements identified at the last inspection affected the early years foundation stage as well as the rest of the school. Leaders had not ensured that the statutory welfare requirements for the early years foundation stage were met.
- Because leaders have addressed the identified whole-school weaknesses in safeguarding arrangements, the welfare requirements of the early years foundation stage are also now met.
- Although the quality of education in the pre-school and Reception were identified as being good, inspectors at the last inspection noted that boys did not achieve as well as girls. In 2019, every child leaving the early years reached or exceeded a good level of development. The difference in achievement between girls and boys was negligible. In the pre-school, the inspector observed that the several boys were well engaged and sustaining concentration in a range of enjoyable play and exploration activities. Adults

challenged the boys well to solve problems and make decisions. Adults got the boys thinking and talking.

## Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### The school now meets 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.

## School details

Unique reference number	118127
DfE registration number	811/6001
Inspection number	10115695

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 status	Independent school
Age range of pupils	3 to 8
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	112
Number of part-time pupils	20
Proprietor	Sarah Cutting
Chair	Not applicable
Headteacher	Sarah Cutting
Annual fees (day pupils)	£6,000–£6,300
Telephone number	01482 643371
Website	<a href="http://www.hesslemountschool.org.uk">www.hesslemountschool.org.uk</a>
Email address	<a href="mailto:info@hesslemountschool.org.uk">info@hesslemountschool.org.uk</a>
Date of previous standard inspection	22–24 January 2019

## 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.
- There is no pupil currently on roll with an education, health and care plan.
- An early morning school club runs from 8.00am to 8.30am and an after-school club until 5.30pm each evening.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The previous inspection, an independent school standard inspection, took place 22–24 January 2019.
- Following that inspection, the Department for Education (DfE) required the school to prepare an action plan. Ofsted evaluated this plan in May 2019.
- This latest visit was the first progress monitoring inspection since the school was judged to be inadequate. The inspection was conducted without notice.
- I held discussions with the proprietor, school leaders, most of the teachers and the chair of the parents' forum. A telephone discussion took place with an admissions officer from the local authority.
- Brief visits were made to three lessons, accompanied by a school leader. I scrutinised a sample of pupils' mathematics and topic books.
- I examined the single central record, the admissions register and a sample of pupils' safeguarding records. A range of other safeguarding documents were scrutinised.
- I sampled notes of the checks leaders have made on the quality of education, records of meetings, and external reports from the local authority and an independent consultant.

## Inspection team

Philip Rizzo, lead inspector	Her Majesty's Inspector
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