

Hartmore School

Hartpury Old School, Gloucester Road, Hartpury, Gloucester, Gloucestershire GL19 3BG

Inspection dates

14 May 2019

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2

- Leaders have a clear vision and demonstrate ambition to provide a high-quality education for the pupils. The school's written curriculum policy is detailed and appropriate for the age range being proposed. Detailed schemes of work for each subject are in place. Teachers devise detailed medium-term planning in a range of subjects, setting out what they want pupils to learn. They also plan personalised, individual learning targets to ensure that pupils acquire early literacy and numeracy knowledge and skills systematically.
- Staff assess pupils' achievement on entry to the school and plan work precisely to meet their needs. Pupils in the primary phase receive one-to-one phonics teaching to enable them to begin to catch up and learn to read quickly. Teachers have the relevant subject knowledge to be able to teach the age range proposed effectively.
- The school's broad and balanced curriculum focuses on developing pupils' personal, social, health and economic education. Staff ensure that pupils develop respect for others, including those with protected characteristics, as set out in the 2010 Equalities Act. Pupils learn about healthy living and benefit from participating in a range of outdoor activities such as rock climbing and orienteering. The school's planned 'character curriculum' supports pupils across the age range to develop the skills they need to lead successful lives.
- All pupils have the opportunity to gain appropriate accreditation in a range of subjects, including English and mathematics. The most able pupils achieve GCSE accreditation.
- Staff provide impartial careers guidance to support pupils effectively to enable them to move onto college, or work-based employment or training. Pupils in key stage 4 benefit from work experience opportunities so that they are introduced to the world of work. Very few leave the school without a secure and appropriate placement in further education or employment.

- British values are threaded through all subjects and topics taught. The planned curriculum includes units of work to enable pupils to learn about different religions, including Buddhism and Christianity. Older pupils learn about democracy and politics to ensure that they are well prepared to live in modern Britain and for the next stage of their education, employment or training.

Paragraph 3 and 4

- Leaders have considered the range of experience and skills carefully that staff will need if the proposed age range and increase in capacity is agreed by the DfE. The school has employed an experienced teacher to lead on teaching, learning and assessment to ensure that staff are well prepared to teach pupils across the proposed age range. Clear systems and expectations for planning work, and delivering effective lessons are in place across all key stages. Staff in the primary phase have the subject knowledge and experience required to teach pupils in key stages 1 and 2.
- The school's assessment framework is used across all key stages consistently. Staff use information about pupils' academic and personal achievements to plan precise next steps of learning. Pupils benefit from individual teaching when required and learn to cooperate and respect each other. The school's own information confirms pupils' progress over time. This information confirms that most pupils make good progress in their academic and personal development as a result of effective teaching, individual support and improved attendance.
- The school has invested in high-quality resources to support pupils' learning. For example, the library contains a wide range of books, including books appropriate for pupils at the early stages of learning to read in the primary class.
- School leaders have ensured that standards in this part are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7, 7(a), 7(b), 32(1), 32(1)(c)

- The school has a robust safeguarding policy which is implemented effectively. This policy has regard to the latest guidance issued by the Secretary of State, 'Keeping children safe in education', September 2018. It is published on the school's website. The school's safeguarding culture is strong.
- Staff understand potential risks that pupils face. They receive regular updates on safeguarding issues. All training for staff, including the designated safeguarding lead, is up to date. Leaders ensure that induction procedures are thorough and include safeguarding training and relevant information. Staff know what actions to take if they identify safeguarding concerns. All concerns are investigated appropriately and with rigour.
- Leaders work with external professionals, the local authority, parents, carers and social workers to ensure pupils' safety. The school welcomes information and advice from professionals on topics such as county lines to keep their own knowledge relevant. As a result, there is an established culture of vigilance, placing the needs and welfare and safety of the pupils at the heart of the school's work.

Paragraph 11

- The school has an appropriate range of health and safety policies, published on the school's website. Leaders ensure that the necessary checks take place frequently. For example, the school's records confirm that the premises manager checks water temperature, emergency lighting and portable appliances regularly to ensure pupils' safety and welfare.

Paragraph 12

- The school complies with the relevant fire safety regulations. Leaders ensure that checks on fire safety equipment, such as fire extinguishers, take place regularly. Checks and identified actions are recorded in the school's fire development plan. The headteacher plans regular fire drills and records identified actions following drills that need to be addressed. These actions are then reviewed in subsequent fire drills.

Paragraph 14

- Leaders consider the supervision of pupils carefully. They take account of the number of pupils on roll and pupils' individual needs, to plan the level of supervision required to keep pupils safe. They have detailed plans in place in readiness for an increase in capacity so that supervision remains appropriate and effective. For example, following the previous standard inspection in July 2018, the number on roll increased from 16 to 30. In response, the school has introduced a staggered start and end to the school day to ensure that vehicles transport pupils safely in the limited space available in the school's car park.
- Supervision in class and at social times is appropriate. All behaviour incidents are recorded and analysed to reduce their frequency. Pupils in the primary phase learn to play together during playtimes in their own designated play area. Supervision is appropriate for pupils in this age group and confirms that the school has the staffing and experience to accept more pupils, including those in the proposed age range.

Paragraph 16

- The school's risk assessment policies are up to date. The school has written risk assessments for each pupil and for all educational and extra-curricular activities. They include an assessment of identified risks and the actions required to reduce them.
- School leaders have ensured that standards in this part are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)–23(1)(c)

- The school has secured additional premises in a location close to the main school site (Alison House). Leaders intend to use this provision to provide education for teenage girls with emotional, social and mental health difficulties. The accommodation is appropriate for the needs and age range of pupils for which it is intended. At this point in time, building works continue in order to finalise the interior decoration and install toilets and furniture. Plans confirm the premises will be completed shortly.
- The school has plans to extend their premises on their school site to provide for an increase in numbers of primary-aged pupils if required. These premises will include a

further classroom and toilet facilities and will match the high quality of accommodation used currently by primary-aged pupils. These plans will be actioned quickly if demand becomes apparent, provided the material change is agreed by the DfE.

- The school provides suitable toilet and washing facilities for pupils' use. The primary classroom has its own designated toilets, with separate arrangements for boys and girls. The second site, Alison House, will have suitable toilet facilities. The school has shower facilities. However, pupils mostly choose to change and shower in their home environment.

Paragraph 24(1)–24(2)

- The school has a medical area with appropriate facilities for short-term care if pupils are unwell or injured. First aid equipment is stored safely and is easily accessible. A bed and washing facilities are available if required.

Paragraph 25

- The school's premises are maintained to a high standard. Classrooms are tidy, clean and bright. The new site (Alison House) is being decorated and resourced to a similarly high standard.
- Regular premises checks identify potential hazards and action is taken swiftly to ensure pupils' welfare, health and safety.

Paragraph 26

- The acoustic conditions in the classrooms are suitable to ensure effective learning.

Paragraph 27–27(b)

- Classrooms are well lit. External lighting is in place at the main school site and will be in place on completion of work at Alison House.

Paragraph 28(1)–28(2)(b)

- Pupils have access to drinking water throughout the day. The temperature of hot water is tested weekly and information recorded so that it does not pose a scalding risk to pupils. Washing facilities are included in toilet areas.

Paragraph 29(1)–29(1)(b)

- The school has sufficient space for pupils to play outside. This space includes a high-quality multi-sports area where pupils play basketball and other games in their free time and in physical education. Primary-aged pupils play in their own designated play area. The school has the space available to support an increase in capacity and appropriate space for pupils in key stages 1 and 2. There is ample space at the Alison House site for outdoor play and activities.
- School leaders have ensured that standards in this part are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- Leaders have given very careful thought to the proposed change in age range and increase in capacity. The headteacher and proprietor demonstrate a measured

approach to implementing these changes, if agreed by the DfE. They have ensured that the independent school standards in scope for this inspection remain met. They are committed to providing a high-quality education for each pupil and propose to increase capacity slowly. They are mindful that any changes to capacity do not have an adverse impact on pupils currently at the school.

- Leaders recognised that governance required strengthening following the school's previous full standard inspection in July 2018. Minutes of meetings with full agendas are now recorded. However, the proprietor has not yet appointed other directors to strengthen governance. Plans to do so are ongoing.
- Leaders have a strong grip on all matters relating to safeguarding. This remains a priority for the school.
- Leaders are open to staff visiting other school settings, especially in the primary phase, to learn from good practice in other local schools.
- Leadership of teaching, learning and assessment is strong. The quality of teaching and learning in all key stages is monitored and outcomes evaluated frequently. The school has the capacity to support the proposed changes to numbers on roll and age range.
- School leaders have ensured that standards in this part are likely to be met by the school if the DfE decides to approve implementation of the material change.

Schedule 10 of the Equality Act 2010

- The school has an accessibility policy in place, published on the school's website which meets the requirements of the Equality Act 2010.
- School leaders have ensured that standards in this part are likely to be met by the school if the DfE decides to approve implementation of the material change.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

| | |
|-------------------------|----------|
| Unique reference number | 115809 |
| DfE registration number | 916/6072 |
| Inspection number | 10100746 |

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

| | |
|--------------------------------------|--|
| Type of school | Other independent special school |
| School status | Independent school |
| Proprietor | Hartmore Education Limited |
| Chair | Steve Miller |
| Headteacher | Harry Howells |
| Annual fees (day pupils) | £42,900 |
| Telephone number | 01452 700942 |
| Website | www.hartmoreschool.co.uk |
| Email address | Harry.howells@hartmoreschool.co.uk |
| Date of previous standard inspection | 10–12 July 2018 |

Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils | 8 to 18 | 6–18 | 6–18 |
| Number of pupils on the school roll | 30 | 48 | 48 |

Pupils

| | School's current position | School's proposal |
|------------------|---------------------------|-------------------|
| Gender of pupils | Mixed | Mixed |

| | | |
|--|----|----|
| Number of full-time pupils of compulsory school age | 30 | 48 |
| Number of part-time pupils | 0 | 0 |
| Number of pupils with special educational needs and/or disabilities | 30 | 48 |
| Of which, number of pupils with an education, health and care plan | 30 | 48 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | 30 | 48 |

Staff

| | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | 24 | 40 |
| Number of part-time teaching staff | 0 | 0 |

Information about this school

- Hartmore School is an independent special day school providing education for boys and girls with emotional, social and mental health difficulties.
- The school is owned by Hartmore Education Limited.
- Some pupils are looked after by their representative local authorities and live in residential care. Other pupils live in foster care or with their parents.
- The school is currently registered for 30 pupils, aged eight to 18. With the agreement of the DfE, the school has admitted two pupils, both aged seven years, who are on roll currently.
- All pupils have an education, health and care plan.
- The school uses an alternative off-site provision at the CCP Music Studio in Cheltenham.
- The school's previous full standard inspection took place in July 2018. The school was judged to be good, with all independent school standards met.

Information about this inspection

- The inspection was commissioned by the DfE because the school has requested to admit pupils from six to 18. In addition, the school has requested to increase the total number of pupils it can admit from 30 to 48. This is the school's first material change inspection.
- The inspectors met with the headteacher and proprietor, the lead teacher for teaching, learning and assessment and the teacher of phonics in the primary phase. The education inspector visited lessons and evaluated the quality of learning in pupils' workbooks. The social care inspector scrutinised a wide range of documentation related to safeguarding and welfare, health and safety. Both inspectors toured the premises at the main school site and at Alison House. Inspectors observed the start and end of the school day.
- Inspectors scrutinised documents relating to safeguarding, pupils' progress and outcomes, teachers' planning and documents relating to welfare, health and safety. The inspectors also scrutinised documents related to the school's planned curriculum.

Inspection team

Catherine Leahy, lead inspector

Ofsted Inspector

Diane Partridge

Social Care Her Majesty's Inspector

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