



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

HOLLYGIRT SCHOOL

SEPTEMBER 2017



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SCHOOL'S DETAILS

School	Hollygirt School			
DfE number	892/6001			
Registered charity number	508617			
Address	Hollygirt School Elm Avenue Nottingham Nottinghamshire NG3 4GF			
Telephone number	0115 958 0596			
Email address	info@hollygirt.co.uk			
Headmistress	Mrs Pamela Hutley			
Chair of governors	Mr Michael Heath			
Age range	3 to 16			
Number of pupils on roll	207			
	Boys	89	Girls	118
	Day pupils	207	Boarders	0
	EYFS	13	Juniors	69
	Seniors	125	Sixth Form	0
Inspection dates	27 to 28 September 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Hollygirt School is a co-educational independent day school for pupils aged 3 to 16 years. The school was founded in 1877 as an independent girls' school near the centre of Nottingham and moved to its present site in 1913, becoming fully co-educational in 2014. The school operates as an educational charity whose trustees delegate the day to day running of the school to the headmistress and her team.
- 1.2 The school consists of a junior school, a senior school and an Early Years Foundation Stage (EYFS) unit which together occupy four separate buildings that have been extended and adapted to meet the demands of the developing curriculum. Since the previous inspection there have been several changes to the membership of the board of trustees and the school has admitted pupils with a wider range of abilities and needs.

What the school seeks to do

- 1.3 The school aims to provide a caring and friendly environment where every pupil is valued and nurtured within a community where integrity and respect for other people are as important as academic success. It seeks to enable pupils to become independent, resourceful and responsible members of society.

About the pupils

- 1.4 Pupils come from a wide range of socio-economic backgrounds mostly living within a 20-mile radius of the school. Nationally standardised test data provided by the school indicate the ability profile of the senior school is broadly average. The school has identified 89 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia, dyspraxia and other conditions, of whom 53 receive additional small group or one to one support. Four pupils have an education, health and care (EHC) plan or a statement of special educational needs funded by the local authority. English is an additional language (EAL) for five pupils, four of whom are supported by an additional classroom assistant.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key Findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 Whilst the school has a suitable safeguarding policy in place, arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. For some trustees, checks against prohibition from leadership and management orders have not been correctly undertaken prior to appointment. Barred list checks have not always been carried out when an enhanced criminal record certificate has not been available before staff have taken up their posts.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those relating to safeguarding in paragraph 7 are not met.**

Action point 1

- **the school must follow statutory guidance in ensuring that prohibition from leadership and management checks are undertaken prior to appointment [paragraphs 7(a) and 7(b)].**

Action point 2

- **the school must follow statutory guidance in ensuring that barred list checks are undertaken when an enhanced criminal record certificate is not available before staff commence work [paragraphs 7(a) and 7(b)].**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes some checks to ensure the suitability of staff and proprietors.
- 2.12 Enhanced criminal records checks and medical fitness checks have not been carried out as required. Not all required recruitment checks have been carried out before staff or proprietors commence work at the school. A register is not kept as required.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(c)(ii), 18(2)(d), 18(3), 20(6)(b)(i), 21(3)(a)(ii) and 21(6) are not met.**

Action point 3

- **the school must carry out medical fitness checks and enhanced criminal record checks on staff and proprietors as required [paragraphs 18(2)(c)(ii) and 18(2)(d)].**

Action point 4

- **the school must carry out the required recruitment checks on staff before they commence work at the school [paragraphs 18(3)].**

Action point 5

- **the school must record the required checks on staff and proprietors, particularly barred list checks and enhanced criminal records checks, in a register that is kept as required. [paragraphs 21(3)(a)(ii) and 21(6)].**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.17 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.19 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor ensures that the leadership and management actively promote the well-being of the pupils.

2.21 The proprietor does not ensure that persons with leadership and management responsibilities demonstrate the skills and knowledge to fulfil their responsibilities to ensure that the independent school standards are met.

2.22 The standards relating to leadership and management of the school in sub-paragraph 34(c) is met but those in sub-paragraphs 34(a) and 34(b) are not met

Action point 6

- **the proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently [paragraph 34(a)].**

Action point 7

- **the proprietor must ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently [paragraph 34(b)]**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a trustee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Fiona McGill

Reporting inspector

Mrs Helen Jeys

Compliance team inspector (Head, GSA school)