



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

HOPE HOUSE SCHOOL

OCTOBER 2017



CONTENTS

SCHOOL'S DETAILS	3
1. BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key Findings	6
PART 1 – Quality of education provided	6
PART 2 - Spiritual, moral, social and spiritual development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	9
PART 7 – Manner in which complaints are handled	9
PART 8 – Quality of leadership in and management of schools	9
3. INSPECTION EVIDENCE	10

SCHOOL'S DETAILS

School	Hope House School			
DfE number	370/6001			
Registered charity number	1008526			
Address	Hope House School 2 Blucher Street Barnsley South Yorkshire S70 1AP			
Telephone number	01226 211011			
Email address	admin@hopehouseschool.org.uk			
Principal	Mrs Su Wood			
Proprietor	Hope House School (Barnsley)			
Age range	4 to 16			
Number of pupils on roll	57			
	Boys	28	Girls	29
	EYFS	1	Juniors	19
	Seniors	37		
Inspection dates	4 to 5 October 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Founded in 1986 by the Barnsley Fellowship Church, Hope House School is an independent day school for boys and girls aged between 4 and 16 years. It has an Early Years Foundation Stage (EYFS), junior and secondary departments. The school is located in Barnsley town centre, and occupies a former Methodist chapel. It is now supported by the Hope House Church and admits children of its members and other children, including those with other faiths or no faith.
- 1.2 The school is owned by the Hope House School, Barnsley, Charitable Trust. The governing body is a collaborative group comprising the directors of the trust together with the school leadership team and chaired by the senior leader of Hope House Church.

What the school seeks to do

- 1.3 The school aims to encourage all pupils to explore the Christian faith. It also sets out to provide a loving, caring and well-disciplined environment in which all children can fulfil their potential academically and benefit from a broad, balanced contemporary education, based upon the National Curriculum.

About the pupils

- 1.4 Pupils come from a range of backgrounds, living within a ten-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), which include a range of specific learning difficulties, 13 of whom receive additional specialist help. One pupil in the school has a statement of special educational needs and another has an education, health and care (EHC) plan. There are no pupils for whom English is an additional language (EAL). The school does not identify the number of pupils who are the most able in the school's population, but pupils are able to access further mathematics and work alongside an older year group.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior section, the school measures attainment using national curriculum tests. In the years 2014 to 2015, the results were in line with the national average for maintained schools.
- 2.3 At GCSE in the years 2014 to 2015, performance has been in line with 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 spiritual development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, law-abiding citizens.
- 2.7 Pupils do not develop a tolerance, understanding and respect for different faiths and beliefs, as the school fails to foster an adequate appreciation of diverse cultural traditions, and does not actively promote this fundamental British value.
- 2.8 **The standard relating to spiritual, moral, social and cultural development in sub-paragraphs 5(b)(i) to (iv) and 5(b)(vi), (vii), 5(c) and 5(d) are met, but those in sub-paragraphs 5(a) and 5(b)(v) are not met.**

Action point 1

- **the school must actively promote pupils' appreciation of a diversity of cultural traditions and their tolerance and understanding of those with different faiths and beliefs [paragraph, 5(a) and (b)(v)].**

PART 3 – Welfare, health and safety of pupils

- 2.9 Good behaviour is promoted and bullying is prevented so far as reasonably practicable. Adequate provision is made for first aid and pupils are properly supervised. The school maintains an appropriate admission register. The ban on corporal punishment under section 548 of the Education Act 1996 is met.
- 2.10 The school has inadequate arrangements to safeguard and promote the welfare of pupils, as these do not pay due regard to current statutory guidance. The safeguarding policy does not meet requirements and is not implemented effectively, and governors do not carry out a suitable review of procedures. The required checks of the suitability of staff are not always completed prior to appointment, including those for prohibition from management, the barred list, employment history and obtaining and checking suitable references. Risk assessments have not been put in place for those commencing duties prior to required checks being completed. The health and safety requirements are not met, including those relating to fire safety. Attendance registers are not maintained, as required, and there is no strategic approach to risk assessment. A disability access plan is not in place.

2.11 The standards relating to the promotion of good behaviour, paragraph 9; prevention of bullying, paragraph 10; provision for first aid, paragraph 13; pupil supervision, paragraph 14, are met. The standards relating to safeguarding in paragraph 7(a) and 7(b); health and safety, paragraph 11; fire safety, paragraph 12, attendance in paragraph 15; risk assessment in paragraph 16; the requirements of Schedule 10 of the Equality Act 2010 (accessibility plan) are not met.

Action point 2

- the proprietors must carry out a suitable annual review of safeguarding arrangements, in particular ensuring that the safeguarding policy meets current requirements [paragraph 7(a) and 7(b)].

Action point 3

- the school must ensure that checks for new staff and governors are made against the barred list and the list of those prohibited from teaching or management, and that suitable references are obtained and checked prior to appointment [paragraph 7(a) and 7(b)].

Action point 4

- the proprietor must ensure the effective implementation of a written health and safety policy, in particular by ensuring the school premises provide a consistently safe environment for pupils, staff and visitors [paragraph 11].

Action point 5

- the proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005, in particular ensuring the premises are suitably risk-assessed for fire, and by providing fire safety training for staff, which is repeated periodically [paragraph 12].

Action point 6

- the proprietor must ensure that an attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 [paragraph 15].

Action point 7

- the proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the effective implementation of a written risk assessment policy, and that appropriate action is taken to reduce risks which are identified [paragraph 16].

Action point 8

- the school must fulfil its duties under Schedule 10 of the Equality Act 2010 by providing a suitable accessibility plan.

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

2.12 A register of recruitment checks is kept as required.

2.13 The school does not always make all the required checks, including those for criminal records and medical fitness, before staff are appointed.

2.14 The standards relating to keeping a centralised record of staff appointments [paragraph 21] and the suitability of proprietors [paragraph 20] are met, but that relating to the suitability of those in contact with pupils at the school [paragraph 18] is not met.

Action point 9

- the school must ensure that appropriate checks to ensure the suitability of staff are carried out prior to a person beginning to work in the school, including checks for criminal records and medical fitness [paragraph 18(2)(c)(ii), (d) and 18(3)].

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided, acoustics and lighting are appropriate.
- 2.16 The premises are not maintained to a standard commensurate with health and safety. There are inadequate repairs and potential hazards have not been identified. Water provision is inadequate, with an insufficient supply to some toilets. Drinking water is not adequately labelled and pupils cannot access it easily. Outdoor space for physical education and outdoor play is not adequate for the number of pupils.
- 2.17 **The standards relating to the premises and accommodation in paragraphs 23, 24, 26 and 27 are met. Those in paragraphs 25 [maintenance], 28 [water provision], and 29 [suitability of outdoor space] are not met.**

Action point 10

- the school must ensure that the premises are maintained to a standard commensurate with health and safety [paragraph 25].

Action point 11

- the school must ensure suitable water provision for hygiene and that pupils have adequate access to labelled drinking water [paragraph 28(1)(a), (b), (c) and 28(2)(a) and (b)].

Action point 12

- the school must ensure that outdoor space for physical education and play is sufficient for the number of pupils [paragraph 29(1)(a) and (b)]

PART 6 – Provision of information

- 2.18 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.
- 2.19 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.20 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.
- 2.21 **The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.22 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.
- 2.23 **The standards relating to leadership and management of the school in paragraph 34(a), (b) and (c) are not met.**

Action point 13

- **the proprietor must ensure that people with leadership and management responsibilities at the school demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are met and they actively promote the well-being of pupils [paragraph 34(a), (b) and (c)].**

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. 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

Mr Andrew Farren

Reporting inspector

Miss Kathryn Creed

Compliance team inspector (Head of middle school, ISA school)