



**ISI** Independent  
Schools  
Inspectorate

**Report for a Material Change Visit**

**Hymers College**

**June 2022**

## School's details

<b>College</b>	Hymers College			
<b>DfE number</b>	810/6001			
<b>Registered charity number</b>	529820			
<b>Address</b>	Hymers College Hymers Avenue Hull East Yorkshire HU3 1LW			
<b>Telephone number</b>	01482 343555			
<b>Email address</b>	enquiries@hymerscollege.org			
<b>Head</b>	Mr Justin Stanley			
<b>Chair of governors</b>	Mr John Redman			
<b>Age range</b>	8 to 18			
<b>Number of pupils on roll</b>	975			
	<b>Juniors</b>	199	<b>Seniors</b>	568
	<b>Sixth Form</b>	208		
<b>Inspection dates</b>	28 June 2022			

## 1. Introduction

### Characteristics of the school

- 1.1 Hymers College is a co-educational independent day school for pupils aged 8 to 18 years. The school is an incorporated charity, overseen by a board of governors. The school comprises three sections all on the same urban site: the junior school for pupils aged 8 to 11 years; the senior school for pupils aged 11 to 16; and the sixth form for pupils aged 16 to 18. The school has identified 156 pupils as having special educational needs and/or disabilities (SEND), typically dyslexia and dyspraxia, 68 of whom receive specialist support within the school. Four pupils have an education, health and care plan. English is an additional language spoken at home for 61 pupils.

### Purpose of the visit

- 1.2 This was an announced material change visit at the request of the Department for Education (DfE) to assess the school's proposal to: acquire and run Hessle Mount School: thereby extend the age range of the school from 8 to 18 to 3 to 18, including an Early Years Foundation Stage (EYFS) setting; increase the total number of pupils to 1100; and move one year group, Year 3, from the Hessle Mount site to Hymers. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraphs 2 (curriculum), 2A (relationships and sex education), 3 (teaching) and 4 (framework for pupil performance)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 11 (health and safety)	<b>Met</b>
Part 3, paragraph 12 (fire safety)	<b>Met</b>
Part 3, paragraph 14 (supervision of pupils)	<b>Met</b>
Part 3, paragraph 16 (risk assessment)	<b>Met</b>
Part 4, paragraphs 18–21 (checking of members of staff, supply staff and proprietors)	<b>Met</b>
Part 5, paragraphs 23–29 (premises and accommodation)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum and relationships and sex education (RSE) [ISSR Part 1, paragraphs 2 and 2A]

- 2.1 The school meets the standards.
- 2.2 The school implements a suitable curriculum, supported by comprehensive schemes of work which provide pupils with experience in all required areas of education. Curriculum plans and schemes of work have been reviewed effectively to take account of the proposed widening of the age range to include children aged 3 following the acquisition of another school. They also reflect the relocation of pupils in Year 3 of that school to the Hymers College site. The curriculum is adapted appropriately to take into account the ages, aptitudes and needs of all pupils, including those with SEND and/or EAL. Suitable careers guidance is provided for secondary pupils and the school has developed, following consultation with parents, an appropriate relationship education curriculum for primary pupils and relationship and sex education curriculum for secondary pupils. The school's plans show suitable understanding of and provision for the needs of children in the EYFS. The school's provision is likely to continue to meet the requirements following the proposed changes.

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.3 The school meets the standard.
- 2.4 Teaching throughout the school enables good progress for all pupils, encompasses effective behaviour management and is supported by suitable resources. Pupils say that lessons are interesting. Due consideration has been given to future staffing needs. Suitable arrangements have been made to ensure that suitably qualified and experienced staff are deployed to meet the academic and other needs of pupils across the whole age range, including in the EYFS. The school's provision is likely to continue to meet the requirements following the proposed changes.

### Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.5 The school meets the standard.
- 2.6 A suitable framework for the assessment of pupils' performance is in place. This includes suitable arrangements for the assessment of children in the EYFS. The school's provision is likely to continue to meet the requirements following the proposed changes.

### Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.7 The school meets the standard.
- 2.8 The personal, social, health and economic education (PSHEE) and relationship and sex education (RSE) curriculum has been developed effectively to support the school's ethos. Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. The PSHEE and RSE curriculum has been reviewed effectively to ensure that it meets the needs of pupils below the age of 7, and to provide continuity and consistency from the EYFS to Year 13. The school's provision is likely to continue to meet the requirements following the proposed changes.

## **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

### **Safeguarding policy**

- 2.9 The school meets the requirements.
- 2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

### **Safeguarding implementation**

- 2.11 The school meets the standard.
- 2.12 The school's safeguarding arrangements are implemented effectively and pay due regard to the requirements of *Keeping Children Safe in Education (KCSIE)* September 2021. Pupils confirm that they are able to express concerns to an adult and that they receive a response when they do so. Records of safeguarding confirm that suitable action is taken when needed in response to any concerns reported.
- 2.13 The school's designated safeguarding lead (DSL) has sufficient status within the school and is a member of the senior management team. The current DSL for Hessle Mount school is the nominated safeguarding lead for the EYFS and will continue in this role following the proposed merger. A member of the governing board maintains close liaison with the DSL to provide effective oversight of safeguarding. An annual audit of safeguarding procedures is conducted by the DSL and the board lead and is presented for consideration by the full governing body during the autumn term.
- 2.14 All staff have signed to confirm that they have received and read the required parts of KCSIE and their understanding of these documents has been confirmed during staff training days and was evident in conversation with inspectors. Staff display secure understanding of the safeguarding policy and associated procedures, including reporting concerns about a child, allegations against an adult, and incidents of child-on-child abuse. Appropriate whistleblowing and recruitment policies are implemented effectively. Staff routinely record any welfare concerns, however minor, and share these with the DSL without delay.
- 2.15 All welfare concerns are accurately recorded and monitored by the DSL, who liaises with senior leaders, the proprietor and external agencies as required. On one occasion, staff did not follow the school's policy for reporting unexplained absences of pupils immediately to senior leaders. Governors and senior leaders conducted a suitably thorough investigation of this incident. As a result, the school revised its procedures effectively. These are now implemented appropriately. Staff have received additional training on these procedures and an additional member of staff has been recruited, from September 2022, to oversee this area.
- 2.16 The DSL, deputy DSLs and safeguarding board lead have completed higher level training within required timescales, and they are aware of local referral thresholds. Appropriate records are kept and show that the DSL responds promptly to concerns. Staff have participated in a range of additional online and face-to-face training activities, covering aspects such as child-on-child abuse, mental health and child sexual exploitation.
- 2.17 The school's provision is likely to continue to meet the requirements following the proposed changes.

## **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

- 2.18 The school meets the standard.
- 2.19 Health and safety procedures throughout the school are managed effectively by appropriately qualified and experienced staff. Servicing and safety checks are comprehensive and carried out at

appropriate intervals. Further health and safety audits have been conducted on the Hessle Mount site and some refurbishment work is planned as part of the acquisition by the school. All works are scheduled to be completed before September 2022. A health and safety review has also been conducted on the school site to take account of the relocation of Year 3 pupils from Hessle Mount. External health and safety consultants are used, and a detailed programme of monitoring ensures the governing board has suitable oversight of health and safety matters. Maintenance logs indicate that repairs and remedial action are carried out promptly when required. Due consideration has been given to any impact that the proposed change in numbers and ages would have on health and safety. Existing systems for monitoring health and safety and taking action are sufficient to maintain standards of health and safety across both sites. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]**

2.20 The school meets the standard.

2.21 Fire safety records and associated logs indicate suitable arrangements to ensure fire safety by senior leaders and the governing board. Appropriate action is taken when required. The fire risk assessment is up to date and full consideration has been given to the use of the Hessle Mount site. The fire risk assessment identified a number of action points relating to staff training; emergency lighting; and the alarm system. A schedule of work has been drawn up and contractors booked to complete the work over the summer and be completed prior to arrival of pupils in September. A follow up fire risk assessment is booked for September. Fire evacuation plans are well known to staff and pupils due to regular fire drills that are carefully logged. Fire drills are planned suitably for the start of the next academic year. Exit routes and fire notices are clearly evident in all rooms and shared areas. Tests of fire alarms and lighting are carefully documented following a suitable maintenance schedule. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]**

2.22 The school meets the standard.

2.23 Staff rotas set out clear expectations for supervising pupils before and after school, and during breaks across the school. Staff demonstrate suitable awareness of their responsibilities in relation to supervision. Additional duty roles have been identified to provide suitable supervision across all premises and facilities, taking account of the re-location of Year 3 pupils to Hymers College. The school is aware of the particular requirements for supervision in the EYFS and suitable arrangements are planned. Appropriate plans are in place, including the employment of additional staff, to maintain suitable levels of supervision with the increase in pupil numbers. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

2.24 The school meets the standard.

2.25 The school has a suitable risk assessment policy, supported by individual risk assessments for all areas, facilities and a wide range of individual activities and educational trips. Staff receive training in completing risk assessments and take appropriate responsibility for their implementation. Additional risk assessments have been completed in preparation for the acquisition of the new premises. These include risk assessments for the transportation of pupils between the two sites, and for the Year 3 classrooms and play areas at Hymers College. Suitable risk assessments are made and implemented for the welfare of vulnerable pupils. Appropriate systems are in place for managers, leaders and the

governing board to monitor and review the effectiveness of risk assessment within the school. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

2.26 The school meets the standards.

2.27 The school implements a suitable recruitment policy through robust procedures to check the suitability of staff and proprietors. Recruitment checks are completed in a timely manner with all required checks completed and recorded accurately on the single central register of appointments (SCR), prior to appointment. A detailed checklist is updated at each stage of the recruitment process. The accuracy of the SCR is monitored by administrative staff, senior staff and, at least once a term, by a member of the governing board. Following the proposed acquisition of Hessle Mount, the human resources function, including responsibility for the SCR will be centralised within Hymers College. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Premises and accommodation – toilet and washing facilities [ISSR Part 5, paragraph 23]**

2.28 The school meets the standard.

2.29 Suitable, and sufficient, toilet and washing facilities are available throughout the school to accommodate the proposed increase in the number of pupils and the relocation of Year 3 to Hymers College. On the Hessle Mount site, suitable facilities are available to children in the EYFS. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Premises and accommodation – medical facilities [ISSR Part 5, paragraph 24]**

2.30 The school meets the standard.

2.31 There are suitable facilities for administering first aid and accommodating pupils who are unwell at both sites. The medical rooms provide privacy and access to a toilet and basin for pupils. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Premises and accommodation – maintenance [ISSR Part 5, paragraph 25]**

2.32 The school meets the standard.

2.33 All buildings and facilities used by the school are well maintained to a standard that, as far as is reasonably practicable, ensures the welfare and safety of pupils. Exit routes are clear of obstacles. A suitable maintenance programme is in place, and staff confirm that if they submit a maintenance request it is dealt with promptly and effectively. A programme of renovation and remodelling is ongoing in the newly acquired premises. All premises are secure with suitable systems in place to prevent unauthorised access. The school's provision is likely to continue to meet the requirements following the proposed changes.

### **Premises and accommodation – acoustics [ISSR Part 5, paragraph 26]**

2.34 The school meets the standard.

2.35 Tours of both sites indicated that acoustics are adequate throughout the school. Sound insulation is adequate for the activities that normally take place in the school so that lessons are not disturbed by noise from other areas. The school's provision is likely to continue to meet the requirements following the proposed changes.

**Premises and accommodation – lighting [ISSR Part 5, paragraph 27]**

- 2.36 The school meets the standard.
- 2.37 Throughout both sites rooms are well lit, bright and airy. Outdoor lighting is adequate for security and safety purposes, and emergency lighting is tested on a regular basis. The school's provision is likely to continue to meet the requirements following the proposed changes.

**Premises and accommodation – water [ISSR Part 5, paragraph 28]**

- 2.38 The school meets the standard.
- 2.39 An adequate supply of cold and hot water exists across both sites. Drinking water is provided directly from the mains supply and is clearly marked. The school's provision is likely to continue to meet the requirements following the proposed changes.

**Premises and accommodation – outdoor space [ISSR Part 5, paragraph 29]**

- 2.40 The school meets the standard.
- 2.41 The school has extensive grounds and games facilities. Current access by pupil in the lower school at Hymers College to a dedicated outdoor play area is suitable for the addition of Year 3 pupils to the site. Suitable outdoor play areas are similarly available at Hessle Mount, including dedicated outdoor areas for children in the EYFS. These arrangements are sufficient to accommodate the proposed increase in numbers and age range. The school's provision is likely to continue to meet the requirements following the proposed changes.

**Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.42 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.43 The school meets the standard.
- 2.44 The proprietor ensures that there is compliance with the standards and has taken appropriate steps to put systems in place that take account of the proposed increase in numbers and extension to the age range of pupils. Leadership and management demonstrate appropriate knowledge and skills to ensure that preparations for the proposed material change have been undertaken with due regard for pupils' education and well-being, including in the EYFS. The school's provision is likely to continue to meet the requirements following the proposed changes.



### **3. Recommendation with regard to material change request**

- 3.1 The proprietors and senior leaders have taken appropriate steps to ensure that the proposed acquisition of Hessle Mount school, the proposed increase in numbers, and the relocation of Year 3 to the Hymers College site, is enabled through the development and refurbishment of the buildings and other facilities across the two sites. Suitably careful consideration has been given to the health, safety and well-being of pupils, particularly in adapting facilities to meet the needs of younger pupils, including children in the EYFS.
- 3.2 Suitable consideration has been given to the welfare, health and safety of pupils, with appropriate priority given to safeguarding. Recruitment procedures are robust and suitability checks on new appointments are accurately recorded. Steps have been taken to ensure additional staff are in post to maintain current levels of supervision and class sizes.
- 3.3 Health and safety procedures, including those for fire safety, are effective, and suitable risk assessments are in place.
- 3.4 It is recommended that the proposed material changes, to acquire Hessle Mount School, extend the lower age range to three, increase the total number of pupils to 1100, and relocate Year 3 to the Hymers College site should be approved.

## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with a group of governors. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.