



ISI Independent
Schools
Inspectorate

Material Change Inspection Report

Hollygirt School

July 2023

School's details

School	Hollygirt School			
DfE number	892/6001			
Registered charity number	1174296			
Address	Hollygirt School Elm Avenue Nottingham Nottinghamshire NG3 4GF			
Telephone number	0115 958 0596			
Email address	info@hollygirt.co.uk			
Headteacher	Dr Helen Barsham			
Chair of trustees	Dr Debra Costley			
Proprietor	Rhoda Jessup Educational Charitable Trust			
Age Range	3 to 16			
Number of pupils on roll	214			
	EYFS	11	Juniors	56
			Seniors	147
Date of inspection	5 July 2023			

1. Introduction

Characteristics of the school

- 1.1 Hollygirt School is an independent co-educational day school which was opened in 1877 as a school for girls, becoming fully co-educational in 2014. It occupies four adjacent buildings in a pedestrianised area close to the centre of Nottingham. These include the Early Years Foundation Stage (EYFS) setting. The school is owned by the Rhoda Jessup Educational Charitable Trust and the trustees provide the governance of the school. There are 51 pupils who have been assessed as having special educational needs and/or disabilities (SEND). Of these, 36 pupils receive additional support for their needs. Nine pupils have an education, health and care (EHC) plan. Three pupils have been identified as having English as an additional language (EAL) and receive additional support. The school's previous inspection was a focused compliance and educational quality inspection in April 2022.

Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to change its age range from 3 to 16, to 3 to 19. The proposed sixth form will occupy existing accommodation currently used by the school's prep section on Villa Road. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework. It was primarily focused on the senior school.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum) and 2A (relationships and sex education)	Met
Part 1, paragraphs 3 (teaching) and 4 (framework for pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

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 curriculum is well planned and takes account of the ages, aptitudes and need of pupils, including those with additional needs. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills; provides personal, social, health and economic education, and appropriate programmes of activities for all pupils. The curriculum provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British society. Planning of the curriculum for the introduction of sixth-form age pupils is likely to enable them to be prepared for the next stage of their education, whether university application, vocational training or other avenues. The school plans to offer A level and other qualifications. It has allocated appropriate teaching time for subjects in the sixth form. The curriculum will include appropriate approaches to RSE. The school is likely to continue to meet the standards if the application to expand the age range is approved.

Quality of education provided – teaching and framework for pupils' performance [ISSR Part 1, paragraphs 3 and 4]

- 2.3 The school meets the standards.
- 2.4 Teaching is well planned. It shows a good understanding of the pupils and their needs, including those of pupils with SEND; good subject knowledge and understanding; and appropriate use of resources and effective strategies for managing behaviour. It is successful in giving pupils the opportunity to acquire new knowledge and make good progress and it fosters self-motivation, application and interest. It does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. Staff appointed to teach in the sixth form have the appropriate qualifications and experience in teaching the very small classes envisaged. There are frameworks throughout the school to assess pupils' performance by reference to the school's aims or national norms, and assessment information is used to plan teaching so that pupils can progress. Hence the standards are likely to continue to be met if the application is approved.

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

- 2.5 The school meets the standard.
- 2.6 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs. It promotes principles which enable pupils to develop self-knowledge, self-esteem and self-confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; and gain knowledge and respect for public institutions. Further, it encourages tolerance and harmony between different cultural traditions and promotes a balanced presentation of political issues and preclusion of partisan political views. The programme to continue to promote the above values in the proposed sixth form is appropriately planned. Hence the standard is likely to continue to be met if the application is approved.

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

Safeguarding policy

- 2.7 The school meets the requirements.
- 2.8 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

- 2.9 The school meets the standard.
- 2.10 Safeguarding procedures are implemented effectively to safeguard children at risk and those in particular need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any such abuse linked to respect for those with protected characteristics. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures and are confident to use them. They have a suitable knowledge of the thresholds for reporting issues. Staff are aware of who to go to if they have a concern or receive a disclosure. They understand that they can make a direct referral to children's services if necessary. They take appropriate action when necessary.
- 2.11 The safeguarding policy includes suitable definitions of abuse and has been reviewed effectively in line with the latest statutory guidance. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying. Following the recent departure of the designated safeguarding lead (DSL) a new appointment has been made for September 2023. The new appointment is suitably trained in line with local requirements. Discussions with the interim DSL and an inspection of records confirm that pupils receive suitable help to address risks and such help prevents issues escalating. The safeguarding team act on and refer to appropriate agencies the early signs of risk or need and monitor any potential for radicalisation. It ensures the school listens to the views of individual pupils as required by *Keeping Children Safe in Education*. This too is confirmed in written evidence from safeguarding records. All behavioural issues and allegations of bullying are treated as potential safeguarding concerns and addressed effectively. Effective communication is maintained with parents. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. Monitoring and filtering of technology is effective. The physical and mental health of all pupils involved in any incident are given a high priority.
- 2.12 The safeguarding policy gives contact details for required local safeguarding partners. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy. The training for all those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training in safeguarding for teaching and non-teaching staff is of sufficient quality and frequency.
- 2.13 Suitable arrangements for handling allegations against staff, senior leaders or the governors and potential misconduct are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). Records show that such procedures are followed effectively, and the school follows up actions promptly. The school understands its role in reporting any person to relevant regulatory bodies if circumstances require it.
- 2.14 Governors are trained appropriately in safeguarding. A designated governor has appropriate expertise in safeguarding and maintains a close working contact with the safeguarding team. This includes an annual review of the effectiveness of the safeguarding arrangements.

- 2.15 The school has completed an appropriate assessment to mitigate risks associated with sixth-form pupils on a satellite site from the main buildings. Hence the standard is likely to continue to be met if the application is approved.

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

- 2.16 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]

- 2.17 The school meets the standard.
- 2.18 Senior leaders and proprietors demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met, and the wellbeing of pupils is actively promoted. The governors monitor compliance with regulations appropriately. Planning for the extended age range is appropriate. Hence the standard is likely to continue to be met if the application is approved.

3. Recommendation with regard to material change inspection

Recommendation

3.1 It is recommended that the material change to extend the upper age range to 18 be approved.

4. Summary of evidence

4.1 The inspector held discussions with the head, senior leaders and other members of staff. He visited different areas of the school, looked at plans for the development of teaching areas, and talked with groups of pupils. He scrutinised a range of documentation, records and policies.

Inspector

Mr Stephen Cole

Reporting inspector