

Froebel House School

5 Marlborough Avenue, Hull HU5 3JP

Inspection dates

22 to 24 January 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has taken effective action to address the weaknesses identified at the last inspection. All the independent school standards are now met.
- The headteacher has reinforced the high expectations of pupils' behaviour and learning. Consequently, pupils develop very positive attitudes to school.
- Good teaching and a well-planned curriculum help pupils to acquire considerable knowledge. Pupils make good progress in a wide range of subjects.
- Pupils learn to read exceptionally well. They are proficient in numeracy. A small minority of pupils do not develop strong conceptual understanding of some aspects of mathematics.
- Pupils learn to write fluently and accurately. However, they are less adept at improving the grammatical structure of their sentences.
- The most able pupils, overall, make good progress. However, they do not consistently achieve the depth of learning, across the curriculum, of which they ought to be capable.
- Teachers have improved the quality of support for the less able pupils. This helps these pupils to make better progress. However, teachers do not identify with sufficient precision the needs of these pupils. As a result, pupils do not catch up as rapidly as they might.
- The spiritual, moral, social and cultural development of pupils is excellent. Pupils thrive in an environment that builds tremendous self-confidence and mutual respect.
- The school successfully delivers on its strong values. Pupils behave impeccably, developing self-discipline and exhibiting good manners. They are proud of their school.
- The early years provision has improved rapidly. The statutory requirements of the early years foundation stage are met. Children get off to a good start. They build on this foundation to make rapid progress in Year 1.
- The checks on the quality of teaching are not sufficiently well developed to bring about the truly outstanding achievement to which the school aspires.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the leadership and management of the school by:
 - keeping a closer eye on the implementation of the curriculum and the progress of pupils, especially the least and the most able
 - more precisely identifying the intended impact of actions to improve the school on pupils' learning and progress.
- Improve the quality of teaching so that the least and the most able pupils make more consistently strong progress by:
 - improving the quality of pupils' written composition by teaching them how to manipulate grammatical structures
 - helping the least able pupils to develop a more secure understanding of mathematical concepts
 - helping teachers to assess, more precisely, the needs of the least able pupils, and to set more specific targets for pupils' learning
 - more consistently deepening the knowledge and understanding of the most able pupils in a wide range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has re-galvanised the staff team. He leads the school community by example, enhancing the exceptionally positive ethos. As a result, staff uphold high expectations and pupils thrive.
- The headteacher has taken effective action to meet all the independent school standards not met at the previous inspection. He has not balked at the difficult tasks. Where specific expertise does not exist in the school, the headteacher has secured external advice and support. Staff have made effective use of this guidance. As a result, all the independent school standards are met.
- The vast majority of parents and carers shared their views during the inspection. All expressed confidence in the leadership of the school. They feel their children make good progress and develop exceptionally well, personally and socially. Parents and pupils very much value the school.
- The headteacher ensures that staff understand what the school expects of them. For example, he has ensured that teachers check pupils' work during lessons. All teachers follow a common approach that has been well established over time and which is largely effective. Staff who responded to the Ofsted staff survey feel that the headteacher supports them well. They feel motivated, trusted, respected and proud to work at the school.
- The headteacher checks that teachers are doing what is expected of them, for example by observing them teaching. However, these checks do not identify precisely the specific impact of teaching on pupils' progress. As a result, the quality of teaching and the curriculum are not entirely consistently strong. Furthermore, plans for improvement do not identify, specifically enough, the intended impact of actions on pupils' learning and progress.
- Curriculum plans are comprehensive and well-thought-through. They are implemented so that pupils acquire a broad and substantial knowledge across a wide range of subjects, as well as in English and mathematics. Pupils of all ages develop skills, knowledge and understanding in all the areas of learning required of the independent school standards. For example, pupils learn to understand and speak some French, Spanish and Latin. They benefit from weekly physical education lessons. All pupils take part in a weekly swimming lesson. Weekly history, geography, science, art, religious education and personal, social, health and economic education (PSHE) lessons ensure a balanced curriculum diet. Many pupils learn a musical instrument, and collective singing is very accomplished.
- The headteacher ensures the continuous, active promotion of pupils' spiritual, moral, social and cultural development. A wealth of helpful content in the PSHE curriculum and daily assemblies help pupils to learn about, develop respect for and celebrate, diversity. For example, during the inspection, Muslim children, alongside those of Christian tradition, and those of no faith or belief, confidently shared with the school examples of how they worship. Pupils demonstrated respect by listening attentively and with interest. Such activities prepare pupils well for life in modern Britain.

The school's progress towards meeting standards that were not met at the previous inspection

Paragraph 7, 7(a), 7(b)

- At the progress monitoring inspection in July 2018, it was found that the proprietor had not ensured that all staff receive appropriate safeguarding training. The safeguarding policy was not up to date and was not available to parents. Safeguarding records were weak. There was not a suitable system in place to keep records of accidents.
- The headteacher has improved safeguarding arrangements, which are now comprehensive and effective. The safeguarding policy is fit for purpose and available to parents on the newly-developed website. The recording of safeguarding and child protection concerns is timely and much improved. All staff are now up to date in their training. Records demonstrate that staff are vigilant. They record concerns, large or small. All accidents are properly recorded.
- This standard is now met.

Paragraph 9, 9(a), 9(b), 9(c)

- At the previous standard inspection, it was identified that the school did not have an appropriate behaviour policy. An accurate record of sanctions taken following misbehaviour was not available. This had not been addressed by the time of the monitoring inspection.
- A carefully-thought-out behaviour policy that emphasises positive behaviour and sets out an appropriate escalation of sanctions is now in place and properly implemented. Staff keep a detailed record of incidents, the vast majority of which are occasional, minor infringements of rules.
- This standard is now met.

Paragraph 13

- The previous inspection identified that the proprietor did not ensure that an appropriate first-aid policy was implemented effectively. The monitoring inspection found that the first-aid policy was still not implemented appropriately. No first-aid records were kept.
- The first-aid policy is now properly implemented. Detailed records of all accidents are now kept.
- This standard is now met.

Paragraph 16, 16(a)

- At the last inspection, inspectors found that the proprietor had not ensured that the school has a risk assessment policy in place.
- A suitable risk assessment policy is in place. This policy informs the regular assessment of risk.
- This standard is now met.

Paragraph 24(1), 24(1)(a)

- At the monitoring inspection, the medical room was found not to be fit for purpose. While the medical room is close to a toilet and has a sink and first-aid kit, some of the contents

of the first-aid kit were found to be out of date and there was not a bed for the examination or short-term care of sick pupils.

- All these omissions have been addressed.
- This standard is now met.

Paragraph 27, 27(b)

- At the previous inspection, the inspector identified that the external lighting was not working.
- The external lighting has been repaired, is working, and is fit for purpose.
- This standard is now met.

Paragraph 32, 32(3)(b)

- It was identified at the previous inspection that leaders and managers should ensure that the policy for provision for pupils who speak English as an additional language is made available to parents.
- A suitable policy is now available on the school's website.
- This standard is now met.

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the previous inspection, and the subsequent monitoring inspection, the proprietor had not ensured that the independent school standards were met consistently or that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role.
- The headteacher has addressed these shortcomings with vigour.
- All the independent school standards are now met, so this standard is also met.

Safeguarding

- The arrangements for safeguarding are effective. All the standards relating to safeguarding pupils that were not met at the time of the last inspection are now met.
- A comprehensive, up-to-date safeguarding policy that addresses all statutory guidance is in place. All staff have read and understand this policy. The headteacher has ensured that all staff have refreshed their safeguarding training. This includes, for example, training in legal responsibilities to report female genital mutilation and responsibilities relating to the 'Prevent' duty.
- Adults act on their duties. This is evident in the improved records of concerns about pupils who may be at risk of harm. Adults have rightly recorded even the smallest concerns. They provide the designated safeguarding lead with a weekly report on pupils for whom there is a record of concern.
- The site is safe, clean, clutter-free and secure from intruders. A secure entry system is in place. Adults have ensured that pupils move around the school safely, including as they ascend and descend the steep staircases. Pupils do this with great care and self-discipline, including when not directly supervised. The premises comply with the relevant independent school standards.

- Procedures for the safer recruitment of adults are fit for purpose. The headteacher ensures that a complete record of these checks, as required by law, is kept.

Quality of teaching, learning and assessment

Good

- Teachers uphold high expectations of pupils' conduct and learning habits. As a result, pupils develop very positive attitudes to their studies and work hard. This makes an immense contribution to pupils' progress.
- Teachers have identified the least able pupils and keep an eye on how well they are doing. They make sure these pupils get extra practice and they communicate with parents regularly. This helps to increase the progress of these pupils. Teachers conscientiously record this progress every week. However, these pupils do not make more rapid progress, because teachers do not assess their needs and set objectives with sufficient precision.
- Teachers follow the intended curriculum and regularly check that pupils have completed their work correctly. As a result, pupils acquire substantial knowledge across the curriculum.
- Teachers work to a scheme, but do not often enough give due consideration to how the most able pupils could be better challenged. This is especially the case in subjects such as geography, history and science. Activities sometimes make limited demands of pupils. Teachers do not often enough deepen pupils' thinking about what they have learned by asking more challenging questions, for example.
- The teaching of reading enables most pupils to achieve well in their reading. Most pupils read very fluently and accurately for their age. This is because teachers monitor pupils' reading and listen to them read almost every day until they become proficient.
- The teaching of mathematics is effective in helping pupils to become confident and capable in numeracy. Teachers are adept at teaching pupils quick, efficient methods of calculation. However, a small minority of pupils do not develop an understanding of the concepts that make these methods work. This hampers their ability to apply what they have learned.
- Pupils get off to a rapid start in learning to write in their younger years because of the teachers' high expectations of them. The teaching of writing in the junior years helps pupils to write fluently and accurately. However, teaching does not help pupils to learn to write the best-quality sentences in their compositions, for example by manipulating grammatical structures.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to foster pupils' personal development and welfare is outstanding. Pupils wear the Froebel House uniform with pride. The headteacher and staff have maintained a harmonious, caring, school community where pupils flourish.

- Pupils from a range of cultures get on extremely well together. Adults actively promote kindness, tolerance and respect. Pupils develop open-minded attitudes towards different ways of life. They take turns and exhibit patience with each other.
- Adults encourage pupils to do their best and to never give up. Even when pupils are not especially inspired by teaching, they are nevertheless strongly engaged, and they concentrate and complete their tasks. Pupils cultivate the value of learning. They develop the confidence to present to, and perform for, their peers. They learn to be independent and organise themselves.
- Adults are vigilant and care for pupils well. Pupils develop a secure understanding of the risks associated with the internet, social networking and online gaming. They learn the value of keeping physically fit and healthy eating.
- Pupils understand the different forms that bullying can take, including online bullying. Bullying is very rare and pupils trust adults to deal with it well. All pupils questioned said that they have adults in school in whom they can confide. Excellent behaviour makes a strong contribution to pupils' safety.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils value the merit system. The behaviour policy emphasises positive behaviour. Pupils understand sanctions, which are clearly laid out in the behaviour policy and rarely need to be used. Pupils also value the 'worthy of praise' initiative, where their accomplishments are recognised in weekly assemblies.
- The vast majority of pupils behave impeccably. Pupils develop self-discipline. For example, they are trusted to move around the building without teachers having to watch them too closely.
- Absence from school is rare, and is helped not least by the fact that pupils enjoy school.

Outcomes for pupils

Good

- Pupils make good progress overall because of good teaching. Pupils are well prepared for the next stage of their education by the time they leave the school. Scores in the English and mathematics tests used by the school, on average, are over 10% higher than those of pupils nationally who take this test.
- Pupils learn to read well. They develop a good understanding of vocabulary. They are able to give and justify opinions about their reading and to infer meaning by 'reading between the lines'.
- Pupils learn to calculate large numbers efficiently. They know their multiplication tables and become quick at mental arithmetic because they practise every day.
- Pupils get off to a rapid start in learning to write in the infant years. Progress slows as children enter the junior years, where standards in writing are generally average. In Years 5 and 6, pupils make less progress in writing. This is because they do not learn to use their substantial grammatical knowledge to manipulate sentence structures to suit the purposes of the writing. However, pupils write fluently and neatly and spell accurately.

- Pupils acquire a broad and extensive knowledge in a wide range of subjects. However, the most able pupils do not consistently deepen their knowledge.

Early years provision

Good

- The early years has improved rapidly since the last inspection. The statutory learning and development requirements and the welfare requirements of the early years foundation stage are met.
- With the support of an external early years professional, and the experience and expertise of the newly appointed teacher, the provision is of high quality. Children play and explore within a range of thoughtfully and creatively arranged resources. Adults' interactions with children, as they learn, are effective. The teacher exploits opportunities to get children thinking and to test out their knowledge.
- The knowledgeable teacher is training other adults, and these adults are adapting quickly to the significantly changed ways of working.
- Adults encourage children to be inquisitive, to make decisions and to develop independence and confidence. Children sustain interest in their activities and, at best, are engrossed in their learning. They develop the characteristics of effective learners. Children enjoy their learning.
- Children cooperate and learn to get along well together. They learn to look after themselves and organise their belongings. For example, they learn to change and dry themselves each week when they attend swimming lessons.
- The quality of assessment has improved. Assessment records cover all the statutory areas of learning and are evaluative of children's specific learning. This helps the teacher to carefully track each child's progress. Children quickly acquire knowledge, understanding and skills. They receive a firm foundation in learning to read, write and use numbers that helps them to make rapid progress when they enter Year 1.
- Staff are beginning to involve parents more in their children's learning and assessment. An improvement plan identifies appropriate priorities.

School details

Unique reference number	118123
DfE registration number	810/6000
Inspection number	10061242

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Number of part-time pupils	0
Proprietor	Lilian Ann Roberts
Headteacher	Andrew Roberts
Annual fees (day pupils)	£4,398 to £4,623 per annum
Telephone number	01482 342 272
Website	www.froebelhouse.co.uk
Email address	froebel@froebel.karoo.co.uk
Date of previous inspection	17 to 19 October 2017

Information about this school

- Froebel House School is a coeducational preparatory school for pupils aged four to 11, with capacity for 140 pupils.
- The named proprietor no longer has any direct involvement with the management of the school. The headteacher currently fulfils the functions of the proprietor.
- The headteacher was appointed following the last standard inspection. The school has no governors or senior leaders, apart from the headteacher, who also teaches each morning.
- No pupils currently on roll have a disability, a statement of special educational needs or an education, health and care plan.

- The previous standard inspection took place in October 2017. A subsequent progress monitoring inspection took place in June 2018.

Information about this inspection

- The Department for Education (DfE) commissioned Ofsted to consider, as part of this standard inspection, the school's progress in meeting the independent school standards that were judged to be unmet at the previous standard inspection, and at the subsequent progress monitoring inspection.
- Following the monitoring inspection that took place in June 2018, the DfE required the school to prepare an action plan. The DfE accepted this action plan without modifications in November 2018.
- Inspectors observed the effect of teaching on pupils' learning in all classes at least once. Inspectors asked pupils about their learning and scrutinised a sample of pupils' workbooks. The lead inspector listened to several pupils reading.
- The inspectors held several meetings with the headteacher to discuss the effect of actions to improve the school on aspects of its work and compliance with the independent school standards. Inspectors also held brief discussions with several staff members. Ten responses to the Ofsted staff questionnaire were considered.
- Inspectors observed pupils at their breaktimes and as they moved around the school. Formal and informal discussions took place with pupils to help inspectors find out what it is like to be a pupil at the school. There were no responses to the Ofsted online pupils' questionnaire.
- Inspectors held brief discussions with several parents as they brought their children to school. Thirty-four responses to the Ofsted online questionnaire, Parent View, were considered, along with the written responses of the vast majority of the parents.
- The premises were inspected to check compliance with the independent school standards.
- A range of documents were scrutinised, including the headteacher's written evaluations, improvement plans, policy documents and records relating to safeguarding. Inspectors also looked at teachers' records of assessment and curriculum plans.

Inspection team

Philip Riozzi, lead inspector

Her Majesty's Inspector

Chris Campbell

Ofsted Inspector

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