



**ISI** Independent  
Schools  
Inspectorate

**Additional Inspection Report**

**Tranby School**

**March 2023**

## School's details

<b>School</b>	Tranby School			
<b>DfE number</b>	811/6000			
<b>Registered charity number</b>	1016538			
<b>Address</b>	Tranby School Tranby Croft Anlaby Hull East Yorkshire HU10 7EH			
<b>Telephone number</b>	01482 657016			
<b>Email address</b>	enquiries@tranbyschool.co.uk			
<b>Headteacher</b>	Mrs Alex Wilson			
<b>Chair of governors</b>	Dr Rosalind Given-Wilson			
<b>Proprietor</b>	United Church Schools Trust			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	522			
	<b>EYFS</b>	65	<b>Juniors</b>	141
	<b>Seniors</b>	249	<b>Sixth Form</b>	67
<b>Date of inspection</b>	2 March 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 Tranby School, formerly Hull Collegiate School, is an independent day school located in the Anlaby region of Hull. It was established in 2005 by the merger of Hull Grammar School and Hull High School for Girls. It is part of the wider United Learning group which includes the charitable trust, the United Church Schools Trust (UCST). The school was renamed Tranby School in September 2021. The UCST board is the proprietor of the school. It is supported by a local governing body whose chairman is a member of the UCST board. The school has three sections: an Early Years Foundation Stage (EYFS) setting; a junior section; and a senior section which includes a sixth form. The school has identified 84 pupils as having special educational needs and/or disabilities (SEND), of whom 24 receive additional specialist help. Five pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 12 pupils, of whom none require additional support for their English. The school's previous inspection was a focused compliance and education quality inspection in June 2019.

### Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which 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 inspection	Team judgements
Part 1, paragraphs 2 (curriculum) and 2A (relationships and sex education)	<b>Met</b>
Part 1, paragraph 3 (teaching)	<b>Met</b>
Part 2, paragraph 5 (SMSC)	<b>Met</b>
Part 3, paragraphs 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 9 (behaviour)	<b>Met</b>
Part 3, paragraph 10 (bullying)	<b>Met</b>
Part 3, paragraph 14 (supervision)	<b>Met</b>
Part 3, paragraph 16 (risk assessment)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school publishes an appropriate policy on the curriculum which takes into account effectively the ages, aptitudes and needs of the pupils including individual pupils with SEND or an EHC plan. In particular, the personal, social, health and economic education (PSHE) programme reflects the school's aims and ethos and encourages respect for other people, paying particular attention to the protected characteristics as set out in the 2010 Act.

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

- 2.3 The school meets the standard.
- 2.4 All pupils in the prep school are provided with appropriate relationships education and those in the senior section with appropriate RSE, except in so far as any senior age pupils who are wholly or partly excused by parental request from the sex education component. The taught programmes are appropriate to the age and needs of the pupils and have regard to any guidance under section 80A of the Education Act 2022. Schemes of work and RSE planning documentation supports the appropriate coverage of the DfE recommended course content across the school.

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

- 2.5 The school meets the standard.
- 2.6 Teaching enables pupils to appropriately acquire new knowledge and make good progress according to their ability. In particular, pupils confirmed in discussions that they have a good understanding of the taught components of the PSHE and RSE programmes. They also stated that behaviour in class is well managed and enables them to make progress in their work. Evidence from discussions with staff and pupils confirmed that teaching does not undermine fundamental British values and does not discriminate against pupils contrary to the Equality Act 2010.

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

- 2.7 The school meets the standard.
- 2.8 The culture of the school reflects the school aims and is supported effectively by the PSHE and RSE teaching programmes. The school promotes effectively a culture of respect and tolerance between pupils of all ages throughout the school. Pupils confirmed the PSHE and RSE programmes to be effective in influencing their behaviour, together with the actions of the inclusion group within the school council. Senior leaders have arranged to further enhance the teaching of PSHE and RSE by timetabling a dedicated weekly lesson for senior age pupils from September 2023 as part of the core curriculum.

### 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 Safeguarding arrangements are implemented effectively, including those related to the welfare of the pupils with SEND. Arrangements reflect the current guidance appropriately. Senior leaders ensure that where appropriate they access both support and guidance from the local authority in handling safeguarding matters. They work closely with the local governing board. The school provides appropriate support for pupils' needs. Staff listen to children and take appropriate and timely action when pupils raise concerns. Pupils confirmed this and it is evident in records of safeguarding. All staff have received suitable training on the recent changes in statutory guidance and online safety. When new staff are appointed, they complete a comprehensive induction process to ensure they understand their safeguarding responsibilities. All staff are familiarised with *Keeping Children Safe in Education* (KCSIE) Part 1 and Annex B. The designated safeguarding lead (DSL) and deputies have sufficient status and authority to undertake their roles. They have the appropriate level of training, which is in line with local procedures. The DSL provides regular updates to all staff and opportunities for discussion on any changes to safeguarding policies and their implementation.
- 2.13 Staff throughout the school have a full understanding of their safeguarding responsibilities. They are clear on the procedures for reporting any concerns about pupils and operate these appropriately. Staff are alert to the particular needs of individual pupils and respond to these appropriately. They are clear on the types of child-on-child abuse that can occur, including any relating to protected characteristics. They understand the significance of reacting to and reporting such behaviours effectively. Appropriate and detailed records of any safeguarding concerns are maintained and these show timely and appropriate liaison with both parents and local agencies, including the local safeguarding partnership. Scrutiny of the recording of safeguarding incidents demonstrated a culture in which detailed analysis of any incidents takes place, supported by effective monitoring systems, overseen by the governing board safeguarding lead.
- 2.14 There are appropriate measures to handle any allegations against adults working in the school. Staff understand these and are prepared to report any concerns they may have. Where incidents require referral of an individual to statutory bodies the schools fulfils its responsibilities effectively. The governing board undertakes an annual safeguarding review with due diligence. They demonstrate suitable rigour in their oversight of arrangements. This includes, if necessary, consulting with external professionals and undertaking a review of any safeguarding incidents that may occur. If the handling of any incidents demonstrates a need for improved practice this is implemented. The governors have all received appropriate training in safeguarding. They implement suitable recruitment procedures and there is an effective code of conduct for staff, which makes clear the high expectations required of all staff working in the school.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]**

- 2.15 The school meets the standard.
- 2.16 The school has a suitable behaviour and sanctions policy, which is available on the school website. It sets out appropriate aims and outlines both rewards to promote good behaviour and the sanctions to be adopted in the event of pupil misbehaviour. Staff and pupils understand the policy, which is implemented effectively. In discussions, pupils said that they value their input into the behaviour and sanctions policy and feel that the sanctions employed by the school are fair. Senior leaders record details of any behavioural incidents appropriately. They and the safeguarding governor monitor these

records to identify patterns and any action taken. The records show that staff take into account the specific needs of individual pupils, including those with SEND, when dealing with any misbehaviour. Instances of sexist, racist or misogynistic or other discriminatory behaviours are very rare and when incidents do arise, they are consistently and appropriately addressed by the teaching staff, with the support of the pastoral teams. Where difficult issues have arisen on occasions within individual year groups, senior staff have used a restorative justice process effectively to try and resolve these. This has ensured that appropriate measures have been taken to promote high standards of behaviour. Additionally, behavioural logs demonstrate that incidents involving any racist or discriminatory element are always thoroughly investigated and appropriately responded to, with parents being kept fully informed. If necessary, professional advice is sought to assist this process and the school acts with due regard to any advice given. Records demonstrate that poor behaviour is rare and is swiftly and appropriately dealt with by staff when it does occur.

### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]**

- 2.17 The school meets the standard.
- 2.18 The school has an appropriate anti-bullying policy which is implemented effectively. It applies to both prep and senior school pupils. In discussion, pupils commented that they know when and how to seek help. They understand that they should report any bullying they observe. Records of any bullying incidents are congruent with other behaviour and safeguarding records. Staff understand clearly that child-on-child abuse is a potential safeguarding issue. All bullying incidents are referred to those with safeguarding responsibilities. Records demonstrate that bullying incidents are rare and those that do occur are dealt with promptly and effectively and in line with school policies. Support is given to both the victim and the perpetrator. Senior leaders maintain a suitable centralised log of bullying incidents and review this regularly, together with members of the governing board. This is used effectively to identify any trends, and appropriate action is taken in response. Pupils said in discussion that any bullying is usually of a low-level nature and is mostly in the form of inappropriate comments, which they say staff deal with effectively.

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

- 2.19 The school meets the standard.
- 2.20 Arrangements for the supervision of pupils ensure that pupils' welfare is safeguarded. The arrangements are well documented and planned effectively to ensure that adequate supervision is available to meet the age and range of pupils at the school, including in the sixth form. Ratios of staff to pupils around the school were seen to be suitable. There is appropriate supervision in remote locations and when pupils are on trips or excursions away from the school. Supervision for EYFS pupils is appropriate to the age and activities of the pupils. When any incident demonstrates weakness in supervision arrangements the school undertakes a suitably rigorous review and suitable improvements to procedures are made. This ensures that staff are clear on the procedures and requirements to safeguard and account for pupils both within the school and when engaged on external trips and visits.

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

- 2.21 The school meets the standard.
- 2.22 An efficient and effective approach is taken to managing risk to ensure the welfare of all pupils in the school. An appropriate risk assessment policy is implemented. Staff have all received training in

assessing risk for their respective areas and for organising school outings. Risk assessment documents show that appropriate evaluations are undertaken across all age groups. This includes suitable consideration of the needs of children in the EYFS. The school managers have recently put in place additional measures to ensure that risk assessments for external trips, including in the EYFS, have enhanced control measures. These are suitably designed to ensure the effective monitoring of pupils taking part in such activities. Risk assessment is appropriate and comprehensive. It identifies possible risks and specifies appropriate control measure to mitigate these. Where there is a perceived need, the school produces risk assessments for individual pupils to ensure their welfare and safety. Senior leaders review and sign off all risk assessments. Suitable oversight is maintained by the local governing board.

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

- 2.23 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 and is provided to parents on request.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33]**

- 2.24 The school meets the standard.
- 2.25 The school has an appropriate complaints policy which provides suitable detail for responses at an informal stage and at two formal stages. It has appropriate timescales for responding to complaints and these are observed in practice. The school holds a suitable written log, which records the stage at which complaints are resolved and any action taken as a result of complaints, whether or not they were upheld. The log indicates that all complaints are addressed appropriately and are effectively investigated, with a written response being made to parents. Where a complaint may go to a stage 3 panel hearing, records demonstrate adherence to timelines and a fair and proportionate response to parents. Such responses address any matters of concern raised by the parents appropriately, whilst ensuring that the safeguarding and protection of pupils remains of key importance.

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

- 2.26 The school meets the standard.
- 2.27 Governors and senior leaders ensure that all the required policies and records are appropriately maintained, efficiently implemented and effectively monitored. Staff throughout all school sections, are appropriately monitored by senior managers, including members of the governing board. Oversight of the school is both supportive and effective. The governors ensure that senior leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.



## 4. Summary of evidence

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

### Inspectors

Mr Tony Halliwell

Reporting inspector

Mr Michael Evans

Assistant reporting inspector