

School inspection report

17 October 2023 to 19 October 2023

Tranby School

Tranby Croft
Anlaby
Hull
HU10 7EH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as ‘the Standards’.

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Summary of inspection findings

1. The members of the proprietorial body, governors and leaders take a broad and balanced approach to the education of pupils, including children in the early years. Leaders and managers plan the curriculum taking into account pupils' needs. Staff know the pupils well and build trusting and respectful relationships with them. Consequently, pupils are happy and enjoy school. They make good progress and grow into confident, curious young people who are well prepared for the next stage of their lives.
2. The proprietor, governors and leaders use self-evaluation effectively in their strategic planning. The proprietorial body and local governors are methodical in their oversight of the work of the leadership team. Senior leaders carry out their roles effectively in most respects. Through effective collaboration, the proprietor, governors and leaders prioritise pupils' wellbeing.
3. Leaders, including governors, do not always monitor policy robustly enough. For example, the most recent review of the safeguarding policy did not identify some errors in the policy. However, understanding and implementation of safeguarding processes are effective and these errors, now rectified, do not impact on pupil safety or wellbeing.
4. Leaders ensure that teaching is generally of high quality, enabling good pupil engagement. However, the quality of teaching varies and this impacts on progress made by pupils in some lessons. A recent review of teaching and learning identified the need for greater consistency in pupil outcomes. As a result, leaders have introduced a revised assessment framework. However, the recent changes are not sufficiently embedded to evaluate the impact on pupils' progress.
5. Most pupils make good progress in relation to their starting points. Teachers generally plan carefully for pupils' learning needs, including as set out in detailed individual education plans. Pupils with special educational needs and/or disabilities (SEND) achieve in line with their peers. Pupils who speak English as an additional language (EAL) are also well supported by staff.
6. Leaders have established an effective pastoral system, so that pupils feel safe in school and are well supported by staff if they have any concerns. Adults at the school act as positive role models for pupils, promoting respect, tolerance and understanding. Consequently, relationships are warm and supportive.
7. Leaders have amended policies and strategies to promote good pupil behaviour. Incidents of misbehaviour are generally acted upon swiftly and appropriately by leaders. Appropriate sanctions result in improved pupil behaviour in most cases. However, recently revised behaviour management strategies are not always applied consistently, which confuses some pupils.

The extent to which the school meets the Standards:

- Standards relating to leadership and management, and governance are met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are met
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met

Recommended next steps

- Regularly monitor the safeguarding policy to ensure that its content remains accurate.
- Ensure that all teachers apply the assessment framework so that teaching is of a consistently high quality across the school.
- Apply behaviour management strategies consistently so that all pupils are clear about expectations of their behaviour.

Section 1: Leadership and management, and governance

8. Representatives of the proprietorial body (United Learning) work closely with leaders and local governors to monitor school policy, practice and standards. They regularly visit the school and listen to the views of pupils and staff. This helps to shape their strategic thinking. Local governors require leaders to report regularly on their areas of responsibility and challenge them appropriately in most cases. In consequence, leaders provide an inclusive education for pupils with a strategic focus on pupil wellbeing. Pupils respond to this provision as happy and curious learners.
9. Senior leaders evaluate their provision as an integral part of annual development planning and fulfil their responsibilities effectively in most cases. However, leaders and governors do not effectively monitor some aspects of provision. The most recent annual safeguarding review did not ensure that the safeguarding policy accurately stated all contact details and references. This has now been rectified.
10. Leaders and managers in the early years ensure that children are well cared for within a safe environment. Safeguarding procedures are appropriate and there is a named designated safeguarding lead for the early years. Leaders hold regular supervision meetings with early years staff. Consequently, children are happy, make good progress and their needs are catered for effectively.
11. Leaders ensure that a comprehensive risk assessment policy is in place which is implemented effectively. They give clear direction to staff about risk management, so staff understand how to minimise and report risks. Appropriate risk assessments are carried out, for example with regard to site safety, educational activities, pupils' medical needs, and safer recruitment. When risk to pupils is identified, staff adapt practice and policy as necessary to minimise that risk.
12. Leaders and managers deal sensitively and in a timely manner with concerns raised by parents. Staff record and respond to complaints appropriately in line with the published complaints procedure. Information is made available and provided to parents and any statutory body, as required. Regular reports to parents on pupils' progress are comprehensive and informative.

The extent to which the school meets Standards relating to leadership and management, and governance

All the relevant Standards are met

Section 2: Quality of education, training and recreation

13. Leaders, supported by appropriate governor oversight, provide an age-appropriate curriculum, including for children in the early years. Leaders ensure delivery and impact of the curriculum and routinely adapt this to cater for pupils' needs. Consequently, teaching enables pupils, including those with SEND, to make good progress at each stage of their education. Almost all pupils, including those who speak English as an additional language, attain grades at GCSE and A level in line with expectations for their ability.
14. In the early years, children make good progress from their starting points. Most children reach their expected level of development by the end of Reception. Leaders provide a varied programme of activities tailored to children's individual needs in the required areas of learning and development. As a result, children engage in their learning, enthused by well-planned activities. Focused questioning by teachers fosters individual communication and language development. Imaginative outdoor learning sessions engender creative thinking by children. Children develop their fine motor skills, for example, by manipulating modelling dough in daily 'dough disco' sessions.
15. Through the curriculum, leaders provide pupils with a broad range of subjects and experiences. This enables pupils to make good progress, both academically and in their personal development. Pupils display well-developed mathematical and scientific skills. They use technology with ease across the curriculum to support and enhance their learning. Pupils are linguistically able and write well in English and modern foreign languages. Pupils' self-confidence grows through their participation in debates, independent learning activities, physical challenges and leadership opportunities. Consequently, pupils, including those with SEND, are self-aware individuals who understand their strengths and areas for development. Teachers of music, art and drama nurture and develop pupils' artistic and creative skills. Pupils benefit additionally from the opportunities provided by the proprietor to engage in activities with other United Learning schools, for example, in musical performances.
16. Leaders ensure that all pupils access the curriculum, including those with SEND, who are supported by specialised staff. Teachers plan effectively, informed by pupils' individual education plans, to meet the needs of most pupils. Leaders' ongoing evaluation of pupils' attainment and progress has identified the need for teachers to review their teaching in order to ensure greater consistency in outcomes for pupils. In most cases, teaching strategies are effective and pupils are enthusiastic and interested in lessons. However, occasionally teaching is not sufficiently aspirational and resources used are less stimulating. When this is the case, pupils are not as engaged in their learning.
17. Leaders and managers have created a wide-ranging extra-curricular programme that engages and motivates pupils. In these activities, pupils develop new skills, for example, through chess club, the Duke of Edinburgh's Award scheme and the engineering club. In response to requests made by pupils through the school council, leaders have provided additional communal seating areas. These enhance recreation and promote socialising. Well-maintained outdoor space enables pupils to enjoy break times in the fresh air whilst playing together safely.
18. Teachers' feedback is generally detailed and personalised, helping pupils to make good progress. Leaders have ensured that an assessment framework is in place for the regular evaluation of pupils' work. Their recent review of assessment has led to changes in the use of assessment data. Most teachers use tracking data well to inform their teaching and promote pupil progress but practice across the school is inconsistent.

The extent to which the school meets Standards relating to the quality of education, training and recreation

All the relevant Standards are met

Section 3: Pupils' physical and mental health and emotional wellbeing

19. Leaders' emphasis on the development of community in school creates cohesion amongst pupils and staff. Pupils recognise that the sense of belonging that this creates plays an important part in their happiness and wellbeing. Strong friendships and approachable staff mean that they feel safe and supported in school.
20. The comprehensive personal, social, health and economic education (PSHE) programme includes appropriate provision for relationships and sex education, and reflects the school's ethos of care and inclusion. Academic and pastoral leaders work together to prioritise pupils' wellbeing in school. Pupils are carefully monitored by academic leaders and supported appropriately in their studies. This holistic approach fosters the development of pupils' self-esteem and self-knowledge.
21. Leaders ensure that the physical development of pupils, including children in the early years, is supported by a well-planned programme of physical education (PE). In these lessons, focused teaching and wider sports activities enable pupils to develop age-appropriate physical skills and demonstrate good levels of fitness. They understand the importance of daily exercise and the positive impact it has on physical and mental health.
22. Pastoral leaders ensure pupils, including those with SEND, receive personalised care and support, which contributes positively to pupils' mental health and wellbeing. Activities such as crochet, mindful colouring, 'chat n chill' and craft club, enable pupils to unwind and find calm within a busy day.
23. Leaders promote the good behaviour of pupils through the implementation of the behaviour policy and the anti-bullying strategy. Incidents are responded to swiftly by leaders and teachers and a suitable range of sanctions is used appropriately. Most pupils respond positively. The behaviour and sanctions policy has recently been reviewed by leaders in response to the monitoring of previous practice. However, some members of staff do not clarify expectations or manage behaviour consistently. Most pupils behave well when expectations set by teachers are clear. In some cases, a few senior school pupils were slow to settle and engage with activities and were occasionally discourteous. Pupils find the inconsistency in staff practice confusing.
24. Leaders promote the wellbeing of pupils through the effective implementation of a suitable health and safety policy. The school facilities are maintained to an appropriate standard. Suitable fire risk assessments are carried out by an external provider and any recommendations are acted upon promptly. Medical provision is appropriate. Staff receive regular training in first aid, including in paediatric first aid in the early years, so that pupils receive timely and effective first aid when needed.
25. Leaders ensure that pupils, including children in the early years, are supervised appropriately at all times. The admission and attendance register is properly maintained and stored.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

All the relevant Standards are met

Section 4: Pupils' social and economic education and contribution to society

26. Leaders actively promote a curriculum that encourages respect for others. Through religious education, educational visits including trips abroad, and activities that explore other cultures, for example, the Japanese club, pupils develop their appreciation of religious and cultural difference.
27. Leaders model respect for and consideration of others, and staff provide pupils with positive role models. Activities promoted by staff through the house system enable pupils to work collaboratively with those of different ages. In doing so, they develop their social skills. Older pupils readily engage in mentoring activities structured by leaders or enthusiastically run a club or volunteer to help younger pupils. These activities contribute to the development of a respectful, friendly and supportive learning community.
28. Teachers ensure that children in the early years participate in a programme of activities that encourages cooperation and develops children's social skills appropriately. Through well-planned activities and focused questioning, children learn to take turns and share fairly. Teachers across the prep school put pupil collaboration at the centre of many activities. This develops pupils' negotiation skills from an early age and, when working together, pupils demonstrate that they value the opinions of their peers.
29. Pupils' understanding of respect is developed from an early age through the PSHE curriculum and, as pupils move up through the school, their extra-curricular activities. Pupils readily accept their peers' differences, including those with SEND. Pupils use the helpful resources in the school libraries to explore and develop their understanding of individual difference. The inclusion committee, run by senior school pupils, meets weekly to discuss diversity issues and plan activities that raise wider awareness in the school of equality and inclusivity.
30. Adults engage pupils in activities that support and challenge ethical and moral thinking, for example, assemblies on international conflicts and current world events. Pupils recognise the importance of individual liberty and free speech. Leaders encourage, hear and act upon pupils' views, for example, through the work of the school council. Pupils understand the need for law and order in a democratic society.
31. Leaders and teachers enable a wide range of volunteering and charity fundraising opportunities for pupils. Pupils develop compassion for others as they volunteer, for example, in local schools and businesses, and fundraise for a range of local, national and international charities. The 'Safi coffee project', an enterprise run by pupils, raises money to support coffee growers and schools in Uganda which sixth-form pupils visit biennially.
32. Pupils' economic understanding is developed through the wider curriculum and PSHE. After their recent audit of the PSHE curriculum, leaders amended this to include more financial education from a younger age.
33. A comprehensive careers education programme is in place and careers guidance is embedded across the curriculum. Older pupils participate in a varied work experience programme. Pupils use their knowledge and experiences to assess their employability skills and influence their future learning.

Pupils leave the school well-prepared for the next stage of their lives. They successfully take up a variety of further education courses and employment opportunities.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant Standards are met

Safeguarding

34. Suitable arrangements are made to safeguard and promote the welfare of pupils and to manage risk effectively. They work appropriately with external agencies and any referrals to children's services or the local designated safeguarding officer are made in a timely manner.
35. All staff, governors and volunteers regularly undertake safeguarding training appropriate to their role. Consequently, staff understand how to recognise and report a safeguarding concern and any allegations, including low level concerns. Staff are aware of contextual safeguarding risks, including online safety risks, and are vigilant to any signs of need. Leaders ensure that suitable filtering and monitoring processes are in place. Those staff with safeguarding lead responsibilities, including the named designated safeguarding lead for the early years, fulfil their duties effectively. Due regard is given to the Prevent duty and staff are alert to the risks posed by extremism and radicalisation.
36. Pupils know how to stay safe, including when online. Pupils have a clear understanding of who to go to if they have worries or a concern. Pupils know that there is always someone to speak to within the pastoral support office, and they confidently use that provision as needed. This impacts positively on their wellbeing. Leaders have put in place a number of alternative mechanisms for pupils to use to report any worries they may have. This includes the use of a QR code that links to an anonymous reporting system and links to external agencies provided through the school's website. Pupils are confident about accessing these services.
37. Leaders keep detailed safeguarding records and use them effectively to monitor and adapt practice as required. They monitor pupil attendance appropriately. Governors ensure that leaders provide them with termly safeguarding reports and the proprietor carries out an annual safeguarding review.
38. At the time of inspection, some information in the safeguarding policy was inaccurate. Contact details for safeguarding partners and some references to statutory guidance and identified key staff were not up to date. This was rectified during the inspection and the safeguarding policy was updated to reflect the practice in school.
39. Leaders ensure that appropriate safer recruitment checks are completed for all staff, volunteers, governors and the proprietor. A suitable central record of appointments is kept.

The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met

School details

School	Tranby School
Department for Education number	811/6000
Registered charity number	1016538
Address	Tranby Croft Anlaby Hull HU10 7EH
Website	www.tranby.org.uk
Proprietor	United Church Schools Trust
Chair	Dr Rosalind Given-Wilson
Headteacher	Mrs Alex Wilson
Age range	3 to 18
Number of pupils	501
Date of previous inspection	2 March 2023

Information about the school

40. Tranby School is an independent co-educational day school situated near Hull in East Yorkshire. Formerly Hull Collegiate College until it was re-named Tranby School in September 2021, the school is part of the United Learning group, which includes the charitable trust, the United Church Schools Trust (UCST). The UCST board is the proprietor of the school, supported by a local governing body whose chairman is a member of the UCST board.
41. The prep school includes an early years setting which accommodates children from age three. There are currently 63 children in the setting across two nursery classes and two Reception classes.
42. The school has identified 82 pupils as having special educational needs and/or disabilities (SEND). Five pupils in the school have an education, health and care (EHC) plan.
43. English is an additional language for eight pupils.
44. The school states that it aims to nurture the potential of each pupil by providing an ambitious education which encourages curiosity and a passion for learning. It seeks to develop pupils' confidence, independence and compassion for others within a happy, caring and inclusive environment.

Inspection details

Inspection dates 17 to 19 October 2023

45. A team of five inspectors visited the school for two and a half days.
46. Inspection activities included:
- discussions with teaching and support staff, the school's leadership and management, the proprietor's representatives and members of the local governing body
 - discussions with pupils about their academic education, wellbeing and their experiences of school life
 - scrutiny of pupils' work in collaboration with pupils and staff
 - observations of teaching and learning across all year groups
 - observations of a sample of extra-curricular activities
 - collaborative lesson walks with senior leaders
 - observations of registration time and assemblies
 - tours of the school premises.
47. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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