



INDEPENDENT SCHOOLS INSPECTORATE

HULL COLLEGIATE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Hull Collegiate School

Full Name of School	Hull Collegiate School
DfE Number	811/6000
Registered Charity Number	1016538
Address	Hull Collegiate School Tranby Croft Anlaby Hull East Yorks HU10 7EH
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Email Address	rob.haworth@church-schools.com
Head	Mr Rob Haworth
Chair of Governors	Mr Tony Moffatt
Age Range	3 to 18
Gender of Pupils	Mixed (339 boys, 401 girls)
Numbers by Age	0-2 (EYFS): 0 11-16: 378 3-5 (EYFS): 60 16-18 100 5-11: 202
Number of Day Pupils	Total: 740
Head of EYFS Setting	Mrs Karen Williams
EYFS Gender	Mixed
Inspection dates	21 Sep 2010 to 22 Sep 2010 18 Oct 2010 to 20 Oct 2010

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in September 2006

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hull Collegiate School is an all-age co-educational day school. The school aims to bring out the best in everyone by offering an exciting, relevant curriculum and environment, fulfilling the individual needs of pupils, encouraging pupils to work independently and by fostering an understanding of other cultures. The school aims to develop strong links with parents. The school is owned by the United Church Schools Trust, the Trust is the proprietor responsible for the governance of the school. The Trust appoints members of the local governing body (LGB), an advisory board who provide guidance and assistance to the trustees and to the senior leadership team (SLT).
- 1.2 The school was established in 2005 by the merger of Hull Grammar School and Hull High School for Girls on its present site in a 19th century mansion with extensive grounds in the quiet village of Anlaby a few miles outside Kingston-upon-Hull. A three-phase building programme has provided up-to-date facilities, the most recent development, The Wilberforce Centre, providing additional accommodation including a sixth form common room.
- 1.3 The Early Years Foundation Stage (EYFS) has four groups which are taught in classrooms within the main school buildings. Between 50 and 70 per cent of pupils move from the Nursery to Reception, and the majority of pupils then move up into Year 1 in the prep school. The prep school has two classes in each year group and the senior school has four classes per year until the sixth form. There are 740 pupils in total, of these 60 are in the EYFS department, 202 in the prep school, 378 in the senior school and 100 in the sixth form. The ability of pupils in the prep and senior schools is slightly above the national average and the ability of pupils in the sixth form is below the national average as assessed by nationally standardised measures. Pupils come from mainly professional and business families, and a variety of different ethnic and cultural backgrounds. The school has a Christian foundation but welcomes pupils of other faiths and of none.
- 1.4 One hundred and three pupils across the school have been identified as having learning difficulties and/or disabilities (LDD) and five have statements of special educational needs (SEN). Of these, 40 pupils currently receive support from the school. Twenty-three pupils have been identified as having English as an additional language (EAL); these pupils are assessed as fluent users of English and none currently receives additional support for their English.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school other than in the EYFS. The year group nomenclature used by the school for EYFS and its National Curriculum (NC) equivalence is shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Kindergarten First Steps	Nursery (3 year olds)
Kindergarten 3+	Nursery (3 to 4 year olds)
Reception	Reception (4 to 5 year olds)

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school has made significant improvements since the previous inspection, which took place soon after the school was established through the merger of two schools. Strong foundations built at that stage have been successfully developed with full regard to the recommendations made. Pupils' achievements are good from Early Years onwards and pupils are well educated in accordance with the school's aims. The reflective and encouraging culture of the school provides an environment in which pupils thrive, becoming willing, independent learners. The curriculum has been thoughtfully developed, effectively covering all the requisite areas of learning. It is suitable for all ages and supports the aim of the school, of bringing out the best in everyone. The quality of teaching is good overall with some outstanding practice seen, a significant improvement since the previous inspection.
- 2.2 The personal development of the pupils is excellent and is a significant strength of the school, meeting its aims to care for and respect pupils, and to nurture each individual. This ethos permeates school life and results in excellent relationships amongst pupils and with staff. Pupils respond to the school's high expectations of achievement, conduct and work. The school has excellent arrangements for the welfare, health and safety of pupils, meeting all the regulatory requirements. The staff provide high quality support and guidance for pupils, meeting the school's aims.
- 2.3 The governance fully supports the school to achieve its aims. The roles of the UCST and the LGB have been clarified, strengthening links with the school and ensuring that legal obligations are fulfilled and the head and the SLT are properly supported in their work in the school. The management and leadership of the school are good with some areas of excellence, supporting the aims of the school. The members of the SLT have now clearly defined and consolidated their roles, significant development has taken place since the previous inspection. They provide a clear vision for the school, with dynamic leadership and high expectations. In their responses to the questionnaire, parents indicated that children made very good progress at the school, and expressed strong support for the range of subjects and experiences offered, the attitudes and values the school promotes, and the range of extra-curricular activities. These views are supported by the evidence gathered by the inspection team.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. To further develop the role of middle managers in both the prep and senior schools, in monitoring standards of teaching and identifying best practice to continue to improve the quality of teaching and learning.
 2. To extend the planning of lessons in the EYFS to include more evaluation and next steps, especially for the more able.
 3. To make more time available for rigorous monitoring in EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The pupils' overall achievement is good from Early Years onwards and pupils are well educated in accordance with the school's aims. Pupils are willing learners, working well both independently and in groups. A culture of praise and encouragement, together with opportunities for reflection on how to improve their work, provides an environment in which pupils thrive.
- 3.2 Prep school pupils read, write and speak with obvious enjoyment and confidence and achievement in English and mathematics has risen in the last year. Older pupils are articulate and confident communicators, and enjoy exploring a range of issues in discussion. They listen carefully to each other, read with confidence and write with precision and fluency for a range of purposes. From an early age pupils are able to apply their mathematical skills and knowledge. They learn to think logically and independently and become confident and highly skilled users of information and communication technology (ICT). Creativity is evident in art, design technology and textiles work in vibrant displays throughout the school.
- 3.3 Many pupils are successful in instrumental examinations, and play or sing in ensembles. Class and corridor displays highlight the pupils' strengths, including dramatic productions and concerts. Prep school pupils enjoy representing the school in sporting activities, chess or mathematics competitions. There is great rivalry between houses and pupils are keen to earn house points for academic, sport and personal achievement. Significant individual successes include membership of the National Children's Orchestra and success in the under 8 class of British Land Chess Challenge. Senior pupils are successful in many areas, including the Young Enterprise Scheme, with a pupil gaining top marks in the region. Members of the school represent Great Britain in sports as diverse as ice skating, pentathlon and equestrianism. Sports teams and individuals enjoy success at regional level in a range of sports including hockey, rugby and cricket.
- 3.4 At all levels in the school, attainment is above average in relation to national standards. Results in standardised tests, GCSE and A-level examinations are above the national averages for pupils of similar ability. In Years 1 to 6 pupils perform consistently better than pupils of similar ability in maintained primary schools. At GCSE pupils have achieved an average of 91% A*-C grades and 40% A* and A grades over the last three years compared to national averages of 64% and 18% respectively. At A level over the last three years pupils have consistently achieved well over 55% A and B grades and a pass rate of between 97% and 100%.
- 3.5 Progress at all levels is good in relation to the ability of the pupils. Pupils in EYFS make good progress in all six areas of learning. Pupils in the prep school make good progress over time, seen in the work scrutinised, and within individual lessons. In a Year 1 mathematics lesson, pupils of all abilities made excellent progress in learning the skills of addition and in Year 6 English pupils developed their independent thinking skills in analysing the genre of various texts. Pupils in the senior school and sixth form were also seen to make good progress, as seen in work scrutiny, in lessons and in discussion about their work. For example, in a Year 11 English lesson, pupils worked in pairs to gain a close understanding of one of the main themes of the text. Year 13 pupils spoke very confidently about the progress

they had made through redrafting work. Pupils of all ages with SEN and LDD, including those in EYFS, are well supported and make good progress.

- 3.6 Significantly, pupils have very positive attitudes to learning and, in meetings with inspectors, Year 11 and 13 pupils spoke enthusiastically about their learning and their aspirations. Pupils demonstrated very good awareness of their responsibilities as learners, applying themselves to a range of tasks diligently and with obvious enjoyment. Pupils are well prepared for the next stage of their education, with the majority of pupils gaining places at their first choice of university or college.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.7 The contribution of the curriculum and extra-curricular activities is good, and excellent in some areas. The broad and balanced curriculum is highly effective in covering all the requisite areas of learning, suitable for all ages and supports the aim of the school of bringing out the best in everyone. This is confirmed through parental responses to the pre-inspection questionnaire and pupil interviews carried out during the inspection. Parents and pupils express a high level of satisfaction with both the curriculum and extra-curricular activities.
- 3.8 In EYFS the curriculum is enriched by the use of the outdoor areas of the school. The prep school curriculum, through the introduction of experiential learning, teaches pupils a broad range of thinking and reflective learning skills, both in the classroom and outdoors and pupils benefit from their Forest School experiences. A new English scheme, introduced in September from Reception to Year 6 has already made a positive impact on the pupils' writing and spelling. All pupils enjoy the scheme and already pupils have a strong sense of achievement. Thinking skills are taught from Years 3 to 6 to develop skills of planning and application, Year 6 pupils test these skills in the "Be the Boss" project, where they have to design a product, market it and pitch the product to an audience.
- 3.9 The senior school curriculum includes a wide spectrum of subjects providing appropriate choices for pupils of different abilities. These include three modern foreign languages, and the option in science at GCSE of either three separate subjects or as science and additional science awards. Recently, International GCSEs in English, mathematics and science have been introduced to offer challenge to the most able pupils. Further additions include Latin and personal, health, social, and citizenship education (PHSCE). At A level, over twenty subject options provide sufficient choice to prepare pupils for numerous higher education opportunities. Since the previous inspection careful review and planning has led to a more efficient timetable, reducing time lost through lesson changeovers. The school is flexible when possible in providing suitable options at GCSE and A level, enabling the majority of pupils to study their first choice subjects. The school has strong procedures to identify pupils with LDD and to put appropriate expert support in place.
- 3.10 The school offers a wide range of extra-curricular activities and has increased links outside the school. Parents welcome the many activities, including drama, art, music, science activities, Duke of Edinburgh's Award scheme, Young Enterprise and numerous sports for pupils of all ages. The school expects all pupils to participate in activities, encouraging new interests to be developed. Some activities are initiated and organised independently by pupils. The sixth formers learn new skills from organising an annual activity day for Year 6 pupils at a local primary school, one of

many useful links with the local community. Enrichment activities and frequent school trips broaden the pupils' experience and learning. These opportunities include performing in City Hall, trips to Europe, sports tours and the Physics Olympiad. Links with the international community include video conversations with a school in Argentina and both fund-raising for, and visiting, a school in Uganda.

3.(c) The contribution of teaching

- 3.11 The quality of teaching is good overall with some outstanding practice seen, and has improved significantly since the previous inspection. Some excellent work on lesson observation and work scrutiny throughout the school has enabled the best practice to be shared and has raised standards. However, this is not yet fully established across the school.
- 3.12 Both long- and medium-term planning are of good quality, and lesson planning is excellent throughout the school. In the most successful lessons expectations were high and the pace of the lesson was rapid with the result that the pupils made excellent progress.
- 3.13 In the prep school the new experiential learning initiative has challenged teachers to plan lessons encouraging reflective learning. Throughout the school teachers thoroughly understand the needs of their pupils and plan well to provide for these needs. Teachers use a good variety of teaching styles and appropriately differentiated work was observed in all areas of the curriculum. As recommended in the previous report, teachers use questioning well, and allow pupils time to think and respond fully. Learning objectives are clearly set out and drawn to the pupils' attention. Recapitulations at the end of the lessons enable pupils to check that they have understood and progressed sufficiently; pupils make confident and accurate self-evaluations.
- 3.14 In planning, careful thought is given as to how to best use the various resources available. In all areas of the school, interactive whiteboards are used confidently by staff and pupils alike. The resources made available through this technology add interest and challenge in lessons and the white boards enable extra support or challenge for pupils to be readily available, including the provision of large type notes when needed for any pupil with impaired vision. The use of individual handheld electronic devices encourages independent work and thought. Resources for ICT are readily available in classrooms and in ICT labs, and are well used in all areas of the curriculum.
- 3.15 Throughout the school, assessment is carried out regularly and thoroughly in line with departmental procedures. Pupils understand the marking systems used and are clear what the comments mean, and pupils of all ages said that marking showed them how to improve in future. In the most successful lessons, progress was reviewed at stages and the pace of the lesson or the next phase of the lesson adjusted as appropriate to match the understanding of the pupils. Pupils all said that they would have no hesitation in asking for help, and that their teachers would always help them if they had a problem with their work. Many spoke of extra sessions at lunch time or after school to help them consolidate their learning. They spoke with gratitude and genuine warmth about the guidance they receive from their teachers.
- 3.16 In both the prep and senior schools the available assessment data are used in tracking systems. Results from standardised tests and school assessments are

carefully monitored to ensure that pupils are progressing well. Prep school teachers track pupils effectively and use the data to identify any specific needs. In the senior school this tracking is used very effectively both by form tutors and by mentors to set targets with pupils for precise improvements or developments in their work, resulting in success in specific topics or projects and also in the public examinations. In interviews, pupils of different ages said how much they valued the mentoring scheme and how it had fostered their ability to take responsibility for their own work. Year 13 pupils explained just how their mentors had helped them to develop confidence and to succeed.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The personal development of the pupils is excellent and is a significant strength of the school, meeting its aims to care for and respect pupils, and to develop and value the special talents of each individual. This ethos permeates all aspects of school life and is reflected in the excellent relationships amongst pupils and with staff. Pupils respond to the school's high expectations of achievement, conduct and work.
- 4.2 Spiritual development is excellent. Pupils show awareness in their sensitive and supportive relationships with other members of the school community and in their appreciation for all the opportunities offered at school. Pupils decide on their own values and respect those of others, aided by their work in religious education. Moral development is excellent. The pupils know clearly the difference between right and wrong, and follow the school's code of conduct. Moral issues are discussed openly in lessons. The excellent role models and high expectations provided by the staff encourage high standards of behaviour. The pupils are thoughtful and considerate of others, and the nurturing of these attitudes creates a happy atmosphere where they feel comfortable and secure.
- 4.3 Social development is excellent. Pupils have strong values, social awareness and a sense of belonging as a result of the value the school places on respect for others. Pupils have a good knowledge of public institutions and in discussions in PSHCE lessons show that they know how to keep themselves safe. Pupils across the school demonstrate a strong sense of community, they are responsible citizens aware of the needs of others and how they can help. They raise significant amounts of money for both local and international charities and speak proudly of having done so. Sixth-form pupils are involved in a number of voluntary activities including peer mentoring of pupils in Years 7 and 8.
- 4.4 The cultural development of the pupils is excellent. From the earliest years, pupils learn about and discuss both their own culture and the culture of others. The work on display in many areas of the school shows knowledge, understanding and respect for Christianity and other faiths. The school community is multicultural, including pupils of a number of faiths and ethnic groups who work happily together and share their experiences unselfconsciously with their classmates.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.5 The school has excellent arrangements for the welfare, health and safety of pupils and the staff provide high-quality support and guidance for pupils in accordance with the school's aim to develop the best in everyone.
- 4.6 Relationships between pupils and staff, as well as amongst pupils, are excellent and help to create the calm and purposeful atmosphere which exists throughout the school. Pupils are courteous to others and are supportive of each other in various ways. Senior pupils mentor younger ones, or assist in physical education by coaching, and in lessons a pupil will explain a concept to another pupil, both creative ways to extend able pupils. In the prep school, pupils new to the school are given a buddy to help them settle in and those on school transport are put with Year 6 monitors. This is greatly appreciated by parents.

- 4.7 The well developed pastoral structure ensures that all pupils know who to turn to for help and are confident that something will be done. Staff know their pupils well and monitoring of academic progress as well as pastoral issues is thorough with clear lines of communication between school and home and within school. Regular meetings at all levels, the use of pastoral logs to record issues and outcomes, and texts home to inform parents all ensure the effective co-ordination of support. Pastoral and academic staff work effectively together to help pupils understand their academic progress and how they can improve.
- 4.8 The staff have been fully trained to fulfil their roles in pastoral care, ensuring that new initiatives are successfully embedded into the ethos of the school. Pastoral work in different parts of the school helps to prepare pupils for the next stage of their education and pupils appreciate the concern and dedication demonstrated by the staff.
- 4.9 The school has effective policies and procedures to promote good behaviour, to guard against harassment and bullying and to deal constructively with the any unacceptable behaviour. The introduction of restorative practice with its emphasis on pupils understanding the effects of their behaviour on others has helped to strengthen good relationships in all areas of school life and has encouraged pupils to behave responsibly. In PSHCE work about bullying, pupils learn both to think about how to behave and also how to get help if they need it.
- 4.10 The school's safeguarding policy meets requirements and is implemented successfully, with all staff receiving appropriate training. All necessary measures have been taken to reduce risk from fire and other hazards. Arrangements to ensure health and safety are excellent and highly effective including comfortable provision for pupils who are ill. The well-considered plan to improve educational access for pupils with disabilities has been fully implemented in the recently completed buildings.
- 4.11 Pupils are encouraged to learn to eat healthily, a menu which includes healthy choices is offered in the new refectory. In the prep school, posters about healthy eating and the importance of exercise produced by the pupils are on display in corridors and classrooms. Pupils of all ages take exercise, both in and out of doors, in lessons and free time; games practices and sports clubs are greatly enjoyed. The admission and attendance registers are properly maintained and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good and excellent in some respects, fully supporting the school to achieve its aims. Since the previous inspection the roles of the UCST and the LGB have been clarified, with the result that links with the school have strengthened, improving communication and support for the school. The UCST successfully fulfils the legal duties of governance, including the requirements for an annual review and report for child protection, health and safety requirements and investment in high-quality staff. The school benefits from many professional services which are provided by the central office. The development of the site and buildings is managed centrally and this has resulted in excellent facilities for the school. The educational budget for the school is fully devolved to the head and his team, enabling them to provide excellent resources for the school.
- 5.2 The governing arrangements mean that there is a good insight into the working of the school. The UCST monitors the progress of the school effectively, helps to evaluate success, offers challenge to the SLT and works with them to improve standards in the school.
- 5.3 The LGB acts as a critical friend to the leadership team and has strong links with UCST. These links ensure a regular flow of detailed information in both directions. The committee structure puts members' professional expertise to good use in many areas and individual members of the LGB gain insight into the life of the school through regular contact for example, attendance at school events, and constructive links to specific departments or areas of the school, including meeting groups of pupils to discuss life in the school. This knowledge is used successfully to support self-evaluation and informs planning for the future.

5.(b) The quality of leadership and management

- 5.4 The leadership and management at all levels of the school are good with some areas of excellence, and fully support the aims of the school, including its policies on safeguarding. Since the previous inspection, the members of the SLT have defined and consolidated their roles; they now provide a clear vision for the school with high expectations, and giving dynamic leadership.
- 5.5 The SLT is highly effective at analysing the needs of the school, through self evaluation, and then devising and implementing plans and in monitoring their effectiveness. The process of change and improvement is gathering pace. The SLT team works well with the LGB to prepare the school development plan, which is at the heart of improvements in many areas.
- 5.6 The SLT has recruited a strong staff and is successful at motivating them, using the resources of both the school and the central organisation of UCST to provide training and stimulation. All staff have received training in safeguarding, welfare, health and safety at the appropriate level. The school has thorough arrangements in place for checking the suitability of staff (including volunteers), supply staff and governors.
- 5.7 Throughout the school the middle management structure has a clear focus on monitoring and evaluating the work of teachers in order to bring all teaching to the

standard of the best. Coordinators and heads of faculties or departments take their responsibilities seriously and are keen to increase the profile of their subject, and to promote the best practice. Subject coordinators in the prep school have a system of peer review and this leads to sharing good practice which has begun to result in some improvement in standards. In the senior school, a good start has been made to the use of lesson observation and work scrutiny to evaluate teaching and identify best practice and careful targets are being set to improve still further the quality of teaching.

5.(c) The quality of links with parents, carers and guardians

- 5.8 The school enjoys good links with its parents, carers and guardians, and has successfully built positive relationships with parents, fulfilling its aim to develop a co-operative atmosphere in which pupils can thrive.
- 5.9 In their responses to the questionnaire, parents felt that their children made very good progress at the school, and expressed strong support for the range of subjects and experiences offered, the attitudes and values the school promotes, and the range of extra-curricular activities. Parents also said that information about the school and policies was easily available to them, that they are able to communicate easily with the school and that they receive timely responses to questions. Some concerns were expressed about the work set to do at home, and about the opportunities to be involved in the school. During the inspection no evidence was found to support these concerns. Homework is carefully set and monitored, pupils felt that homework was manageable and that staff were generally sympathetic if more time was needed.
- 5.10 There are many ways in which parents can be involved in the life of the school, for example through the thriving Friends of Hull Collegiate School. In their comments, a number of parents spoke very highly of the quality of care and the educational experience provided by the school, several mentioned how their child had flourished in the calm atmosphere of the school.
- 5.11 Parents are well-informed about the life of the school in many ways, including the weekly email and paper magazine. Booklets and handbooks provide detailed and up-to-date news and information. E-mail and text messaging are used to contact and to inform parents. The school website provides all the required information for parents and news of events and successes in the school. Prep school parents receive one full school report, one interim report and are invited to two parents' meetings each year. Senior school parents receive one full report, one interim report and are invited to one parents' meeting each year. Additional information evenings for parents take place, for example about the A-level options choices. School planners and diaries are well used to record homework and can be used as a means of communication between home and form teacher. The school handles the concerns raised by parents carefully, keeping full records and using the proper procedures. Since the previous inspection the school has built on the foundations noted then and has strengthened the links with parents.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

- 6.1 This is a good setting which successfully achieves its aim to treat every child as an individual, and meeting their needs within a happy, positive and stress-free environment. Strong links exist with parents who comment favourably on all aspects of the provision and this effective partnership between home and school ensures that children settle in quickly and make smooth transitions through the EYFS. Staff have a secure understanding of the provision's strengths and areas for development and regularly review procedures and policies to maintain effective improvement.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

- 6.2 The leadership and management of the setting are good. There is a collegiate sense of purpose between the staff who combine well to ensure that all groups of children have the opportunity to achieve as well as they can. Suitably qualified and deployed effectively, they are enthusiastic and committed to the development of the provision. The quality of monitoring of standards and provision is good but its further development and use is constrained by the limited time available for the coordinator to carry out her responsibilities. Every opportunity is taken to inform parents of their child's progress and to give clear information about the learning environment. There are strong links with the local authority EYFS consultant and when required the setting can access external agencies. Comprehensive policies to safeguard children, and to promote equality and eliminate discrimination, are implemented conscientiously and procedures to eliminate risks, both on site and on outings, are thorough. Good use is made of a wide range of appropriate resources.

6.(c) The quality of the provision in the Early Years Foundation Stage

- 6.3 Provision for learning and development in the EYFS is good. The children have daily access to their well-planned play area. Regular walks in the grounds, a rich resource, are used to develop investigative and observational skills, complementing academic learning. Although regular observations and assessments of children take place, these do not always feed into planning. Furthermore, not all planning closely matches the activity to individuals' needs; thus opportunities are sometimes lost to move learning forward. All adults praise children's responses appropriately and give recognition and respect to their ideas and opinions. Children respond well to this and develop confidence, allowing them to give answers willingly. Outstanding provision is made for children with additional needs; they integrate fully and make good progress. The setting has comprehensive policies and procedures, implemented in a manner that promotes the welfare of all children.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 Overall, good progress is made across all six areas of learning. Children learn to communicate fluently, enjoy books and express their thoughts and feelings with developing confidence. In role-play activities children demonstrate strong social skills, co-operation and a high level of linguistic competence. They are confident in working with computer programs and numbers, for example developing good counting skills. Their personal development is very good. Children of all ages are self-reliant and accept the importance of sharing and taking turns. They are inquisitive, enthusiastic and self-motivated, relating extremely well to adults and to one another, in for example learning to help each other. They learn about keeping safe and understand that certain kinds of food are good for them, explaining the importance of “5-a-day”, and enjoy fresh fruit at snack time. They enjoy all forms of physical exercise and show excellent spatial awareness when playing on outdoor equipment.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff, with a representative of UCST, and with the chair of the LGB, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Gwen Caddock	Reporting Inspector
Dr Haydn Griffiths	Deputy Headmaster HMC school
Mrs Pamela Craig	Former Head Lower School IAPS school
Miss Louise Savage	Coordinating Inspector
Mrs Loraine Guest	Head IAPS school
Mr Colin Ashby	Former Head ISA school
Miss Susan Richards	Assistant Head HMC school
Mr Graham Wigley	Head SHMIS school