



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Fyling Hall School

October 2022

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School's Details

School	Fyling Hall School			
DfE number	815/6004			
Registered charity number	507857			
Address	Fyling Hall School Robin Hood's Bay Whitby North Yorkshire YO22 4QD			
Telephone number	01947 880353			
Email address	headmaster@fylinghall.org			
Headmaster	Mr Steven Allen			
Chair of governors	Mr Ken James			
Age range	4 to 19			
Number of pupils on roll	178			
	Day pupils	136	Boarders	42
	EYFS	5	Juniors	36
	Seniors	116	Sixth Form	21
Inspection dates	12 to 13 October 2022			

1. Background Information

About the school

- 1.1 Fyling Hall School is an independent co-educational day and boarding school. The school was founded in 1923 and became a charitable trust in 1978, administered by its governors who act as trustees of the charity.
- 1.2 The school has an Early Years Foundation Stage (EYFS) for children in the Reception class, a junior department for pupils in Years 1 to 6, a senior department for pupils in Years 7 to 11, and a sixth form. It has two boarding houses; one for male and the other for female pupils, both of which provide weekly and full boarding.

What the school seeks to do

- 1.3 The school aims to provide a quality education which identifies and develops the potential of individual pupils in a variety of areas, provides them with the best achievable qualifications and prepares them to play their part in a rapidly changing world.

About the pupils

- 1.4 Day pupils are drawn from professional and business families in the North Yorkshire area, with boarding pupils coming from families based in the United Kingdom, Europe and the Far East. Data provided by the school indicate that pupils are of broadly average ability for those taking similar tests nationally. The school supports the learning of 25 pupils who have been identified as having special educational needs and/or disabilities (SEND) such as dyslexia and dyscalculia. There are 6 pupils who have an education, health and care plan. The school has identified 29 pupils for whom English is an additional language (EAL), all of whom receive additional support. The school modifies the curriculum for more able pupils and for those with particular creative and practical talents.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised and a disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 Whilst admission and attendance registers are maintained, as required, the school has not reported the arrival or departure of pupils at non-standard transition points to the local authority.
- 2.11 The school does not take a strategic approach to risk assessment. Where risks are identified, appropriate action is taken to reduce them, but there is no effective system for ensuring that all required risk assessments relating to the school site are in place, monitored and reviewed.
- 2.12 The standards relating to welfare, health and safety in paragraphs 6–14, the requirement of Schedule 10 of the Equality Act 2010 [accessibility plan], and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 3, 5–8, 10–12, 15, 16 and 20 are met, but those in**

paragraphs 15 [admission and attendance registers], 16 [risk assessment] and NMS 9 [safety of boarders] are not met.

Action point 1

The school must ensure that arrivals and departures of pupils at non-standard transition points are reported to the local authority [paragraph 15].

Action point 2

The school must develop an effective system for ensuring that all required risk assessments are in place and are monitored and reviewed [paragraph 16(a); NMS 9.3; EYFS 3.65].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.14 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 Suitable drinking water facilities are provided in the junior school. In the senior school, drinking water facilities separate from the toilet facilities is not readily accessible at all times during the school day.
- 2.17 **The standards relating to the premises and accommodation in paragraphs 22–27, 29–31 and NMS 4 and 7 are met, but that in paragraph 28 [water] is not met.**

Action point 3

The school must ensure that drinking water facilities, separate from the toilet facilities, are readily accessible at all times during the school day [paragraphs 28(1)(a) and 28(2)(b)].

PART 6 – Provision of information

- 2.18 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.19 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

2.20 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.21 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.

PART 8 – Quality of leadership in and management of schools

2.22 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.23 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that standards are consistently met and the well-being of the pupils is promoted.

2.24 The standard relating to leadership and management of the school in paragraph 34 and NMS 2 are not met.

Action point 4

The school must ensure effective oversight of regulatory compliance so that standards are met consistently and the wellbeing of pupils is actively promoted [paragraph 34(1)(a), (b) and (c); NMS 2.2, 2.4 and 2.5].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Stephen Fox	Reporting inspector
Mrs Karen Williams	Compliance team inspector (Former head, SoH school)
Mr Garry Binks	Team inspector for boarding (Former head of department, HMC school)