

# Inspection of Hartmore School

Gloucester Road, Hartpury, Gloucester, Gloucestershire GL19 3BG

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Inspection dates: 11 to 13 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

This is a happy, calm and quiet school and the pupils like it. They say that the staff are kind and help them to focus on their learning. For many pupils, this is the first time that they have been successful in a school. They like the small classes and the high numbers of staff who help them to learn.

There are good relationships across the school. Staff show pupils how to behave. As a result, behaviour is good, and pupils feel safe in school. They say that there is no bullying and that the pupils are nice to each other.

Parents and carers say that the school is very supportive. They feel that staff know and understand their children. They value the good communication of staff and feel able to talk with them.

Students in the sixth form follow a wide range of subjects. They achieve well and are increasingly successful. Staff give students sound advice and guidance. This helps them to plan their future education and raises their ambitions.

Pupils enjoy the range of activities provided by staff. These include the weekly outdoor education sessions and visits to places of interest.

## **What does the school do well and what does it need to do better?**

The proprietor and leaders work well together. They have developed a strong, shared vision for the school to help pupils to grow into happy and successful adults. Leaders view pupils' personal development as a key factor in supporting this growth. Staff focus on modelling and building healthy relationships. They teach pupils how to develop relationships successfully. Leaders' actions have ensured that the independent school standards (the standards) are met.

The curriculum is well matched to the needs of the pupils. It is broad and ambitious. This helps pupils to achieve well in a range of examinations. Leaders have created detailed, sequenced curriculum plans, called ladders. Teachers use these effectively to assess pupils' knowledge. They then match the curriculum to pupils' learning needs. There are many subjects offered and pupils like this wide choice. Many pupils who attend the school have missed much of their education. The school re-engages them, and they begin to make progress. Staff are ambitious for their pupils.

The school's staffing provides much one-to-one support. Professional development is in place to support the subject knowledge of staff. However, teachers' subject knowledge is not developed systematically and so lacks depth.

Pupils with special educational needs and/or disabilities are supported well. Teachers assess pupils' progress against their targets every term. They then write reports for pupils and parents. These are comprehensive and contain detailed information on

attitudes, progress and attainment.

There is a well-structured and established process throughout the school for developing reading. This includes a structured phonics scheme and a planned reading curriculum. There is also a range of strategies in place to support the development of reading. As a result, pupils enjoy reading and make progress.

The curriculum for sixth-form students is very broad. Students take examinations in a wide range of subjects. They enjoy their time at the school. They value the close, supportive relationships with staff. The depth of advice and guidance is strong. The careers education programme is developing well. Visits to local college providers develop students' ambitions. Students are aspirational and well prepared for the next steps in their education.

The proprietor has ensured that leaders comply with schedule 10 of the Equality Act 2010. They have an appropriate accessibility plan in place, which is published on the school's website.

Staff feel well supported by leaders, who help them to manage their work. Staff support each other and feel proud to work at the school. Staff turnover is very low.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in the school. This ensures that concerns are promptly identified and acted on. There is close attention to detail, which ensures the safety and well-being of the pupils. Staff training is thorough and runs throughout the year. The identification of local safeguarding issues informs the school's teaching. This ensures that it is well matched to the pupils' needs. Leaders regularly commission reviews of the quality of the school's safeguarding and act on any recommendations for improvement. Leaders have received training to ensure that they recruit staff who are suitable to work with pupils.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In some subjects, teachers' subject knowledge is not deep enough. As a result, pupils do not make the progress of which they are capable. Leaders should evaluate the quality of education more systematically so that they know where training and development are needed to deepen the subject knowledge of staff.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	115809
<b>DfE registration number</b>	916/6072
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10239784
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	7 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<b>Of which, number on roll in the sixth form</b>	5
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Hartmore Education Limited
<b>Chair</b>	Steve Miller
<b>Headteacher</b>	Harry Howells
<b>Annual fees (day pupils)</b>	£46,566
<b>Telephone number</b>	01452 700942
<b>Website</b>	<a href="http://www.hartmoreschool.co.uk">www.hartmoreschool.co.uk</a>
<b>Email address</b>	<a href="mailto:schooloffice@hartmoreschool.co.uk">schooloffice@hartmoreschool.co.uk</a>
<b>Date of previous inspection</b>	10 to 12 July 2018

## Information about this school

- Hartmore School is an independent special day school providing education for boys and girls with social, emotional and mental health needs. The school is based on two sites, with 36 places for boys and girls aged seven to 18 years on the main site and 12 places for girls on the second site.
- The school is owned by Hartmore Education Limited.
- Most of the pupils have an education, health and care plan. They are placed at the school by their local authorities.
- The school uses one unregistered alternative provider.

## Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and staff.
- The lead inspector spoke with the proprietor by telephone.
- Inspectors examined the school's arrangements for safeguarding by meeting with the designated safeguarding lead. They also scrutinised policies, procedures and record-keeping and reviewed the safeguarding checks made on staff when they are recruited.
- Inspectors carried out deep dives in English, mathematics, science and personal, social and health education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, looked at a range of pupils' work and held discussions with teachers and pupils. Inspectors also visited a range of other lessons across the school's two sites.
- Inspectors spoke informally to pupils around the school site, talked with them during lessons and met them in groups.
- Inspectors reviewed a range of school documents, including policies and record-keeping for behaviour management, incidents, exclusions and attendance.
- Inspectors considered responses to the online survey, Ofsted Parent View.

## **Inspection team**

Malcolm Willis, lead inspector

Ofsted Inspector

David New

Ofsted Inspector

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