

Harte's Academy

42 Heron Street, Hull HU3 3PF

Inspection date

3 December 2025

Overall outcome

The school is likely to meet all the independent school standards. It is currently operating without registration

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(2)(b), 2(2)(d) to 2(2)(e)(iii), 2(2)(h) to 2A(1)(b), 2A(1)(d) to 2A(2) and 3 to 4

- The school has developed a written curriculum policy. This, and other related policies, sets out the school's intention for what pupils will learn and how it will be taught. Pupils will study a variety of subjects. These will include English, mathematics, science and the humanities but will also extend into a wider range of vocational and project-based learning. In some subjects, such as construction and engineering, staff will make use of the school's specialised teaching spaces. The school's proposed curriculum covers the breadth of the subjects required by the independent school standards (the standards).
- Leaders have developed suitably detailed curriculum documentation to set out what pupils need to learn. These will provide clarity to staff. In addition, the school intends to use a number of commercial curriculum products to reduce staff workload and to ensure high-quality resources are used in lessons.
- The school proposes to recruit a range of additional staff once it opens. This is planned to include several qualified teachers as well as specialists in the school's vocational subjects, such as hair and beauty. Leaders intend to provide staff with an induction programme and additional ongoing training based on their knowledge and expertise.
- The school's assessment and monitoring policy sets out how it will establish pupils' starting points and monitor their progress through the curriculum over time. On starting at the school, pupils will complete baseline assessments. These will be used by the school to establish what pupils already know. The information the school gathers from these assessments will inform pupils' curriculum and any support that is put in place.
- The school plans to provide education for pupils with a range of special educational needs and/or disabilities (SEND). The majority of pupils are anticipated to be single registered at the school and to have an education, health and care (EHC) plan. A

small number of pupils may attend the school on a part-time placement and be dual registered with another setting. Typically, this is expected to be during a period of transition or assessment. Leaders will ensure that the school secures detailed information about pupils before they arrive. This will include information about any additional needs, current levels of achievement, both academically and socially, as well as any support that they need to be successful. They intend to ensure that this information is gathered swiftly so that any required support is implemented straight away.

- Pupils will be able to work towards a range of recognised qualifications. The school anticipates that, for many pupils, this will include entry level or functional skills qualifications. However, there will also be opportunities to secure GCSE qualifications and other accreditations specific to individual subjects.
- The school has integrated learning about careers into its personal, social and health education (PSHE) curriculum. In addition, leaders have taken steps to begin to forge links with local employers to provide pupils with direct exposure to the world of work. The school proposes to contract with an external company to provide pupils with independent careers advice and guidance.
- The school's policy on curriculum outlines its approach to relationships and sex education (RSE). It has been developed in line with current statutory guidance. The policy makes clear the right of parents and carers to withdraw their child from aspects of the school's sex education curriculum. In addition, it makes provision for the school to keep parents informed about the content of the school's RSE curriculum and to consult annually on this.
- The proprietor has ensured that the school is likely to meet the standards in this part.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5 to 5(d)(iii)

- The school's PSHE curriculum covers a range of important content, such as the fundamental British values and the protected characteristics. Leaders have considered how this can be adapted to consider the local context and address any potential safeguarding risks that pupils may be vulnerable to in the community.
- The school intends for pupils to study PSHE on a weekly basis. The curriculum is planned to teach pupils about other cultures and beliefs. Leaders have thought about how the curriculum can be used to positively challenge issues, such as discrimination or negative attitudes towards women.
- The school proposes to reinforce what pupils learn in the curriculum through a range of wider opportunities. For example, it intends to establish pupil leadership roles, community projects and extra-curricular activities. Additionally, pupils will also complete visits to local places of significance. The school intends for this to broaden pupils' awareness of public institutions and life beyond school.
- The proprietor has ensured that the school is likely to meet the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b) and 9 to 16(b)

- Since its previous pre-registration inspection, the school has revised its safeguarding and recruitment policies. These have been updated to reflect current statutory guidance. Leaders are knowledgeable about their responsibilities in relation to safeguarding. They have completed appropriate training and qualifications to their role. Leaders have considered the training that will be required by new staff who join the school. Leaders are aware of the need to adjust training to ensure that staff understand how to safeguard pupils, taking into account pupils' individual needs. Leaders have already provided a range of training to those staff who are working at the alternative provision that operates from this site.
- The school has recently purchased a commercial system for recording concerns about pupils' welfare and the school's actions in response to these. If used well, this will enable the school to meet its obligations for accurate record-keeping.
- The school's behaviour policy sets out clearly its approach to securing high standards of conduct from pupils. Leaders will provide training to staff to support them in implementing this policy well. Leaders have considered how the school will support pupils with a range of SEND to reach the school's expectations of behaviour consistently. The school intends to maintain records of sanctions issued for misbehaviour using its management information system. This will enable leaders to analyse this data as well as to report accurate information quickly to the proprietor and governing board.
- The school has completed a fire risk assessment. The school's fire marshal has significant training and expertise in this area. They work with the proprietor to ensure that identified risks are mitigated effectively. The school has installed a range of fire extinguishers and fire blankets around the building. These and other fire equipment are regularly maintained to ensure they remain in working order.
- The school has developed an appropriate anti-bullying policy. This outlines the school's approach to preventing and addressing incidents of bullying in school. The school has considered the support that will be needed for any pupil affected by bullying. There is consideration of healthy and unhealthy friendships and other related issues within the school's PSHE curriculum.
- The school has established a range of suitable policies, including those related to first aid and health and safety. Leaders intend to provide training for new staff to enable them to implement these effectively. To support these, the school has designed a risk assessment policy and associated risk assessments. These cover the general school site and individual activities. The school also proposes to implement 'pupil profiles', which will consider any particular support that pupils may require to access activities safely. Through these, the school has established a system to identify potential hazards and put suitable control systems in place.
- The school plans to use a commercial management information system to record both its admissions and attendance registers. This will ensure that all of the information required by the School Attendance (Pupil Registration) (England) Regulations 2024 is able to be recorded accurately. Leaders are aware of how to meet these regulations.
- The proprietor has ensured that the school is likely to meet the standards in this part.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii) and 21(5)(c) to 21(6)

- Since the previous inspection, leaders have completed additional training to ensure that they have a secure oversight of the requirements of statutory guidance relating to this part of the standards.
- At the school's first pre-registration inspection, leaders had not made all required pre-employment checks. Specifically, some required checks under section 128 of the Education and Skills Act 2008 had not been completed. The school has addressed this. Appropriate checks on those holding management responsibilities have now been made.
- Leaders understand the need to complete full checks on all prospective employees in advance of them starting in post. This includes those who transfer to the new business from their current employment with the alternative provision that operates from the school site currently. Leaders intend to complete updated checks for these staff, as required.
- The school understands the specific checks that are required, including enhanced Disclosure and Barring Service checks and prohibition checks, as well as checks on applicants' right to work in UK and medical fitness, among others.
- At the school's first pre-registration inspection, leaders had not established a secure system for recording pre-employment checks. Leaders have acted effectively to resolve this. The school's updated single central record is fit for purpose and better integrated with wider safeguarding systems in the school.
- The school does not propose to make use of agency staffing. However, leaders understand the assurances that they would be required to secure should they decide to do so.
- The proprietor has ensured that the school is likely to meet the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(c), 24(1) to 24(1)(b), 24(2) and 25 to 29(1)(b)

- The school is a self-contained unit within a larger building. It is flanked by a boxing gym and a currently unused workshop. These are also owned and operated by those with responsibility for the school. The school itself is secure and cannot be accessed by users of these other sites. However, the school has made arrangements for pupils to be able to use some of these spaces at times when they are closed to the public. It has considered the support that pupils will require, as well as establishing appropriate risk assessments and controls.
- The school has been carefully renovated over time. The building has been refurbished to a high standard.
- Classrooms are suitably spacious, bright and well maintained. The school also has a range of well-resourced specialist spaces. These include a multi-purpose studio, a music recording studio, a computer suite, a woodwork and construction workshop and an industry standard salon. These provide pupils with access to specialist resources and to vocational learning that they would not typically be able to complete in other

settings. Where needed, such as in the recording studio, the school has installed acoustic panels to ensure appropriate acoustic conditions.

- The school has a suitable medical room that is accessible at all times. Inside, there is a bed and sink for handwashing. It is near to an accessible toilet facility. Within the medical room, there are a range of first aid and medical supplies. First-aid boxes are also placed in other locations around the school. Leaders are in the process of securing additional lockable storage for medicines that will be installed in the medical room.
- The school has refurbished the toilet and changing facilities throughout. There are separate male and female toilets for pupils. These are lockable from the inside. There are separate accessible and staff facilities. All toilets have an adequate supply of hot and cold water. Water does not pose a scalding risk.
- The school provides well-maintained showering and changing facilities for the sole use of pupils.
- The school has limited external space for pupils to play. It proposes to operate lunchtime and breaktime on a rota to ensure that the courtyard playground area, as well as eating areas, do not become overly crowded. If implemented as leaders describe, these plans should enable the school to accommodate the proposed number of pupils safely. In combination with the school's large studio space and the agreed access to the adjacent gym areas, the school is able to provide for pupils to study physical education.
- The school has installed suitable exterior lighting. Emergency exits are well lit and clearly labelled.
- The school will provide pupils with access to drinking water through the use of water dispensers and bottled water. Drinking water is appropriately labelled.
- The proprietor has ensured that the school is likely to meet the standards in this part.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(2)(b) and 32(2)(b)(ii) to 32(4)(c)

- The school does not currently have a website. It has developed policies that cover each of the requirements of this part. These include policies on: safeguarding, behaviour, health and safety, curriculum and relationships and sex education. It intends to share these via the school's website should the school be registered by the Department for Education (DfE). Until that point, these are available on request from the school.
- The school understands the requirements for it to report on pupils' academic progress and achievement in national assessments. It intends to publish summary information about this on its website in due course. It plans to provide parents with annual written reports and termly updates to keep them informed about the progress and attainment of their child.
- Leaders have considered the requirements to report an account of income received and expenditure in relation to any pupil whose place is funded by a local authority. They intend to use the school's management information system to track this at an

individual pupil level and report this annually to each local authority that commissions places at the school.

- The school is familiar with its responsibilities to contribute to the EHC plan review of any pupil registered at the school. It plans that these will be hosted at the school and that it will provide relevant information about each pupil's progress to the local authority sufficiently in advance of these.
- The proprietor has ensured that the school is likely to meet the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The school has developed a complaints policy that fulfils the requirements of the standards. It sets out the responsibilities of individual staff and how the school will act should it receive a complaint. The policy makes provision for complaints to be raised both informally and formally. It outlines the timelines within which the school will act at each stage of the process.
- Should the complainant be dissatisfied with the initial outcome, they can request that the complaint is considered formally through a panel hearing. The policy sets out the composition of the panel. It requires that panels will be made up of three people with no prior experience of the complaint. At least one of these members will be independent from the running and management of the school. The policy makes provision for the complainant to be accompanied to any panel hearing.
- The policy sets out that the complaints coordinator will maintain suitable records and that the findings and conclusions of the panel will be shared appropriately. This includes distributing these to the complainant and the person complained about, where appropriate. The policy states that these records will be retained and available for inspection, including by the headteacher, proprietor and inspectors.
- The proprietor has ensured that the school is likely to meet the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- Leaders have strengthened their oversight of the school's compliance against the standards. This has led to increased assurance about the school's ability to meet these consistently over time. For example, leaders have acted effectively to address those standards that were previously likely to be unmet in part 4.
- The school has strengthened the training that leaders have completed. It has also considered the training that potential members of its advisory board will need to help them in their roles. This and planned recruitment to this board is helping to reinforce the professional knowledge and skills of those with responsibility for the school.
- The proprietor proposes to make use of external quality assurance to provide more detailed information about particular aspects of the school's work and to inform its self-evaluation and development plans.
- The school has considered how it can ensure that the proprietor and advisory board are well informed about the school's performance. Leaders' decisions to purchase a management information system has enabled clearer reporting of accurate and

contemporary information, such as about attendance. This increased clarity means that they are now better prepared to support and challenge school leaders effectively.

- The proprietor has ensured that the school is likely to meet the standards in this part.

Schedule 10 of the Equality Act 2010

- The school has a suitable written accessibility plan in place. This outlines effectively how the school proposes to meet its statutory responsibilities under the Equality Act 2010. This is currently available on request from the school. Leaders intend to make this accessible through the school's website once this is operational.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	152218
DfE registration number	810/6011
Inspection number	10427222

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	Harte's Academy
Chair	Sebastian Glazer
Headteacher	Imogen Glazer
Annual fees (day pupils)	£35,000 to £55,000
Telephone number	014 8222 9230
Website	None
Email address	sebastianglazer@hotmail.com

Provider already operating

Number of pupils of compulsory school age	7
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	2
Total hours operating as a school per week	25
Total hours of teaching provided per week	20

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16
Number of pupils on the school roll	7	50	50

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	40
Number of part-time pupils	7	10
Number of pupils with special educational needs and/or disabilities	7	50
Of which, number of pupils with an education, health and care plan	2	40
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	40

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	8
Number of part-time teaching staff	0	0

Information about this proposed school

- Harte's Academy is located at 42 Heron Street, Hull HU3 3PF.
- The school proposes to support pupils with a range of SEND. Typically, this will include pupils whose primary area of need is one of: autism, social, emotional and mental health needs, speech, language and communication needs or cognition and learning needs. The school intends that most pupils will have an EHC plan. It intends that their places will be commissioned by a local authority.
- The school proposes that most pupils will be single registered at the school. However, leaders intend that a small number of places may be used for pupils to attend part time, as part of their transition programme, for example. These pupils would be dual registered with a home school.
- The school will not have a religious character.
- Leaders do not currently intend to use any alternative provision.

Information about this inspection

- This pre-registration inspection was commissioned by the registration authority, the DfE. The purpose of the inspection was to determine if the school is likely to meet the independent school standards prior to opening as a registered school. It was the school's second pre-registration inspection.
- The school's previous pre-registration inspection took place on 15 May 2025.
- The inspection was conducted with two days' notice.
- Inspectors met with the chair of the proprietor body. They also met with the school's headteacher and spoke with the chair of the school's advisory board via telephone.
- Inspectors reviewed documents and policies associated with the independent school standards. The inspectors toured the premises, accompanied by the director of the proprietor body.
- An inspector spoke with a representative of Kingston upon Hull local authority.
- At the time of the inspection, leaders were operating an unregistered alternative provision on the site of the proposed school. There are 7 pupils who attend this setting for varying amounts of the school week. Two of these pupils have EHC plans. Current pupils have been attending since September 2025.
- Inspectors were able to visit a small number of lessons during the inspection.

Inspection team

Thomas Wraith, lead inspector

His Majesty's Inspector

Nicola Beaumont

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025