

Froebel House School

5 Marlborough Avenue, Hull HU5 3JP

Unique reference number (URN): 118123

Progress monitoring inspection report:

11 March 2026

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

At its most recent inspection, the school was judged to not meet all of the independent school standards and associated requirements.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.

Part 8. Quality of leadership in and management of schools

When we carry out progress monitoring inspections of independent schools, we report on the school's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor has not taken sufficient action to address the independent school standards (the standards) that were unmet at the last standard inspection. The action plan that the proprietor submitted following the inspection was rejected by the Department for Education. The proprietor does not demonstrate sufficient understanding of how to meet the standards consistently. Over time, the school's ability to meet the standards has fluctuated. During this inspection, multiple standards that were met at the last inspection were found to be now unmet.

The proprietor has not established the required systems and processes to ensure that pupils are safe in the school. For example, visitors' identity is not checked on arrival, nor are visitors routinely required to sign in. The proprietor does not ensure that the school has sufficient leadership capacity to bring about the improvements required. Staff do not

receive any subject-specific training, or sufficient time, to enable them to fulfil their roles effectively. For example, the school has not trained staff in how to support pupils with special educational needs and/or disabilities (SEND) or other barriers to learning and/or wellbeing. This means that the school does not meet these pupils' needs effectively. The proprietor's arrangements to meet schedule 10 of the Equality Act 2019 are not sufficient.

The proprietor has not ensured that the standards in this part are met.

Part 1. Quality of education provided

Curriculum and teaching

Pupils study a broad curriculum. In some subjects, such as art and design and personal, social and health education (PSHE), the curriculum is suitably structured and organised. In other subjects, leaders have not ensured that the curriculum is coherently sequenced and progressive so that pupils' knowledge builds over time. Where the curriculum is sequenced effectively, pupils can talk about their learning. For example, they know they have learned about puberty in PSHE.

The proprietor does not have sufficient knowledge of the early years foundation stage curriculum to ensure that all requirements are met. Consequently, the prime area of physical development is not prioritised as it should be. Children in the early years have limited access to high-quality outdoor provision. This inhibits the development of important skills, such as their gross motor skills.

The proprietor does not provide subject leaders with sufficient time or training to fulfil their roles effectively. This limits their ability to complete the monitoring activities set out in the monitoring cycle. As such, subject leaders do not have a clear view of the quality of curriculum implementation and where improvements are needed.

The curriculum does not take into account the aptitudes and needs of all pupils. Staff do not receive training to help them to teach the curriculum well. Consequently, they do not know, for example, how to adapt lessons to meet the needs of pupils with SEND or other barriers to their learning, such as speaking English as an additional language. Leaders do not have sufficient knowledge of SEND to ensure staff are supported with this area of their work. The information that the school holds about pupils with SEND is out of date. Some pupils who should be recorded on the SEND register are not. This means that these pupils do not receive the consideration for their needs that they should. The proprietor is not aware of their obligation to apply for an education, health and care plan where this would be of benefit to a pupil.

The school's approach to behaviour management does not prepare pupils effectively for the responsibilities of life in British society. The school does not encourage pupils to take responsibility for their actions, instead following a more punitive approach. For example,

leaders removed equipment from the playground because pupils did not use it appropriately. They did not educate pupils about its proper use. Some pupils demonstrate knowledge of fundamental British values and different faiths.

Assessment

The school has recently purchased summative assessments for English and mathematics. The outcomes of these assessments will be used to inform pupil progress meetings, but this framework for assessment is not well established or embedded.

The proprietor has not ensured that the standards in this part are met.

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

The school's approach to behaviour inhibits the development of pupils' self-esteem and self-confidence. Some pupils do not enjoy attending school. Pupils describe hearing their peers using derogatory, including racist, language. They do not feel that staff address this effectively. School rules dictate that pupils cannot interact with their peers in other year groups at social times. This includes their siblings. Staff expect pupils to eat in silence at lunch and snack times and work silently in classrooms. This limits the development of pupils' social skills and their understanding of social norms and conventions. In some instances, pupils with protected characteristics do not receive the support they require to ensure that they are safe in school.

Some pupils can articulate their learning about fundamental British values, such as democracy. They also demonstrate an awareness of having learned about different faiths and cultures.

The proprietor has not ensured that the standards in this part are met.

Part 3. Welfare, health and safety of pupils

Safeguarding

Staff receive regular safeguarding training. The proprietor has implemented an electronic system for reporting and recording concerns. The system shows evidence of largely timely and sufficiently detailed recording. The school generally takes appropriate action to follow up on concerns, including involving parents and carers. However, the chronology of records for some pupils is not well organised, which means the school has not responded promptly to ensure pupils' safety and wellbeing. Most pupils say that they would report concerns to a trusted adult, but some are unclear about who they would go to if they were worried.

The safeguarding and child protection policy references current guidance and legislation. It is available to view on the school's website.

While staff know the process that should be followed when visitors are in school, the process is not enacted consistently. Staff do not routinely check visitors' identity on arrival, ask them to sign into the building or provide them with a visitor's badge in line with the school's child protection and safeguarding policy.

Behaviour and supervision of pupils

Pupils behave well. They are clear about the school rules and expectations. However, pupils are more aware of the school's sanctions than they are rewards. Some describe being fearful of the sanctions that may be imposed on them for misbehaviour. This includes internal exclusion, where pupils sit outside the school office. While staff record some behaviour incidents on the school's electronic system, this is not the case for all incidents.

During the inspection, there were insufficient staff to ensure pupils were adequately supervised. One class of pupils was left unattended on repeated occasions.

Anti-bullying

Pupils say that bullying is rare. They are confident that staff would resolve it if it happened.

Staff are unclear about where incidents of bullying should be recorded. They assert that there have been a very small number of bullying incidents, but these are not recorded.

Health and safety, fire and first aid

The proprietor has not established a formal arrangement for the storage and administration of medicines. Staff do not know where medication should be stored, or whether they should record when it has been administered. There are occasions when staff leave medication unattended and within easy reach of pupils.

Pupils with physical disabilities do not have the necessary risk assessments and evacuation plans to ensure their safety in school. There is an over-reliance on staff knowledge of these pupils rather than formalised processes and procedures. This puts these pupils at risk in the event of, for example, a fire or the absence of their usual class teacher. The school does not conduct fire drills often enough. The most recent recorded fire drill was in June 2025. This means that some pupils will not know how to react in the event of a fire alarm, potentially putting them at risk.

The recording of the sanctions imposed for serious misbehaviour is sporadic. While staff record some incidents on the electronic system, they do not consistently record them all. The proprietor has not put specific arrangements in place for the intimate care of children in the early years. While there is an intimate care policy, this does not take account of the youngest children in the school.

Admissions and attendance

The admissions register is now compliant. Staff take the attendance register twice daily. The proprietor has not established a formal process for following up when pupils are absent, including those who are persistently absent. In some instances, leaders and staff accept that pupils will be absent on certain days in order to avoid participation in particular activities. This means that some pupils do not attend school regularly enough.

The proprietor has ensured that the previously unmet standard in this part is now met.

Risk assessment

While there is a risk assessment policy in place, the proprietor does not demonstrate sufficient understanding of how to identify and manage risk, nor do they understand the importance of risk assessments in keeping staff and pupils safe. For example, pupils with physical disabilities do not have risk assessments or personal evacuation plans. The proprietor relies heavily on staff knowledge of individual pupils rather than formalised procedures. This puts these pupils at significant risk of harm.

The proprietor has not ensured that the standards in this part are met.

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

The recruitment checks made on staff, supply staff and the proprietor

The proprietor generally makes appropriate checks on potential staff. However, the proprietor does not check candidates' medical fitness and did not know that this was a requirement of the standards. Where staff have worked abroad, the proprietor conducts overseas checks. However, the proprietor does not translate these into English where needed and is therefore not assured about their content. Some staff are trained in safer recruitment. The school makes checks on potential staff prior to employment.

The single central record of these recruitment checks

The single central record is stored electronically. The proprietor is unable to access this, which means they cannot check it or use it in the absence of senior leaders. The single central record is compliant.

The proprietor has not ensured that the standards in this part are met.

The school's accessibility plan

The school's accessibility plan does not take sufficient account of pupils with physical disabilities.

Statutory requirements of the early years foundation stage

The school does not meet the statutory requirements of the early years foundation stage. The early years safeguarding and welfare requirements are not met due to the lack of an appropriate policy and procedures for administering medicines, the approach to behaviour management and the impact of this on children's wellbeing, no training for staff on how to meet the needs of children with SEND, a lack of regular access to outdoor provision and insufficient consideration of intimate care procedures for children in the early years. The learning and development requirements are also not met. The proprietor does not provide sufficient opportunities for children's physical development. Children have limited access to outdoor provision, which inhibits the development of, for example, their gross motor skills.

About this inspection

Inspectors carried out this inspection under sections 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspection was conducted without notice.

Inspectors spoke with the proprietor and staff during the inspection. They also spoke to a representative from the local authority.

At its last standard inspection in September 2025, the school was judged not to comply with the independent school standards. This was the first progress monitoring inspection since that inspection.

The school submitted an action plan in December 2025. Following an evaluation by Ofsted, this was rejected by the Department for Education.

The school does not use any alternative provision.

The school operates from 5 Marlborough Avenue, Hull HU5 3JP.

Lead inspector	
Philippa Kermotschuk	His Majesty's Inspector
Team inspector	
Jenny Thomas	Senior His Majesty's Inspector

About this school	
Proprietor	Lilian Ann Roberts
Headteacher	Lilian Ann Roberts
Type of school	Other independent school
Capacity	140
Number of full-time pupils of compulsory school age on roll	78
Number of part-time pupils of compulsory school age on roll	0
Age range of pupils	3 to 11
Gender of pupils	Mixed
Annual fees for day pupils	£6,000
Email address	froebel@froebel.karoo.co.uk

Annex. Independent school standards
Independent school standards that the school does not meet
Part 1. Quality of education provided
■ 2(1) The standard in this paragraph is met if- – 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and – 2(1)(b) the written policy, plans and schemes of work- – 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and ■ 2(2) For the purposes of paragraph (2)(1)(a), the matters are- – 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

- 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

■ 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-

- 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].

■ 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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

■ 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-

- 5(b) ensures that principles are actively promoted which-
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
 - 18(2)(c)(ii) the person's medical fitness;
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

- The school must revise its accessibility plan so that it meets the requirements of paragraph 3(2) of schedule 10 of the Equality Act 2010
 - (2)An accessibility strategy is a strategy for, over a prescribed period—
 - (a)increasing the extent to which disabled pupils can participate in the schools' curriculums;
 - (b)improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
 - (c)improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Early years foundation stage

- The school does not comply with the following requirements of the early years foundation stage statutory framework:
 - 1.5
 - 3.5
 - 3.60
 - 3.61
 - 3.76
 - 3.83
 - 3.86

Independent school standards requirements that the school now meets

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

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