

Hailey Hall School

Inspection report for Residential Special School

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Inspector	Joanne Vyas
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Setting address	Hailey Hall School, Hailey Lane, HERTFORD, SG13 7PB
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Telephone number	01992 465208
Email	admin@haileyhall.herts.sch.uk
Registered person	Hertfordshire County Council
Head/ Principal	Heather Boardman
Nominated person	Heather Boardman
Date of last inspection	02/03/2010

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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Hailey Hall School is a residential and day special school for boys aged 11 to 16 with social, emotional and behavioural difficulties. The school is operated by Hertfordshire Education Authority. All young people who attend the school have a statement of special educational needs and a small number are also looked after by the local authority. The residential facilities can accommodate a maximum of 24 boarders but numbers tend to be much lower than this. Young people board between Monday and Friday in term time.

The school occupies purpose-built premises with accommodation on two floors. The residential provision for young people comprises of three units leading from the school's main hall and dining area. Each unit has a lounge and a kitchenette, one single bedroom and a dormitory which is divided into individual sleeping areas. The school's recreational facilities include a football pitch, an outdoor swimming pool and a sports hall.

The school is situated in a residential area on the outskirts of Hoddesdon.

Summary

The overall quality rating is good.

This is an overview of what the inspector found during the inspection.

The inspector visited this school to complete an unannounced full inspection where all the key standards were inspected.

The staff team are qualified, caring, competent and well supported by each other and the senior management team. They are passionate and committed to the work that they do. Staff are able to provide appropriate care for pupils and meet their individual needs with the knowledge and understanding they have of them. Individual needs are recognised and plans are in place to address them. The promotion of equality and diversity is outstanding throughout the standards inspected. There are excellent working relationships on behalf of the pupil across the school, to ensure that the pupil's needs are fully addressed. There are excellent relationships between the pupils and staff. Pupils are kept active with a good range of sports and activities. The school promotes a child-centred approach to care and education. The head teacher and senior leadership team have a strong commitment towards improving the quality of the service provided to ensure pupils thrive and become well adjusted young adults. The head teacher said, 'Every moment of every day is an important opportunity.'

Improvements since the last inspection

The head teacher has made substantial progress towards meeting the recommendations made at the previous inspection. She was asked to ensure all medication was given from its original packaging and to ensure a protocol for non-prescription medication is in place. These have now both been fully addressed. First aid is now given by qualified first aiders only and treatment is appropriate. The head teacher was also asked to ensure meals are healthy. Menus have been reviewed and pupils consulted. Menus now offer healthy and nutritious food. She was asked to ensure all sanctions are recorded in a bound and numbered book. A bound and numbered book is now used for this purpose. The head teacher was asked to ensure all areas of the school were properly risk assessed including low banisters and windows that may cause a risk to pupils. These have also been completed. As a result of risk assessment, a magnetically locked door is now used to prevent pupils accessing areas of the school where there are windows that may cause a risk to pupils.

The head teacher was asked to ensure that hot water temperatures at taps accessible to pupils does not exceed 43 degrees celsius. Mixer valves have now been fitted to all taps where hot water may be a risk to pupils to ensure pupils are not scalded. In addition heating and ventilation within bedrooms and bathrooms is now appropriate. Temperature regulators have been fitted to radiators and fans installed to ensure rooms do not become too hot and stuffy. The head teacher has also changed the doors to bathrooms and toilets so privacy locks can be fitted to ensure staff can enter bathrooms in an emergency.

The head teacher was also asked to ensure the boarding accommodation is well maintained. The roofs are gradually being replaced around the school which is helping to prevent further leaks. Also the moss is being removed from other roofs. This all seems to be helping to prevent leaks which were a regular occurrence previously. The head teacher was asked to ensure all care staff including the head of care had rota time provided to ensure they are able to complete records, plan care programmes and monitor and evaluate the service without compromising the care of pupils. This has now been addressed.

Helping children to be healthy

The provision is good.

Staff are focussed and committed to ensuring a good quality provision for health care for all pupils. All pupils are registered with doctors, dentists and opticians, either locally to the school or to their home. They also have a close working relationship with other healthcare professionals including mental health services. Pupils agreed that they are looked after well when they are ill. Each pupil has a satisfactory health plan that addresses the needs of pupils including those arising from cultural needs.

The safe handling of medication is well managed in this school. The school use homely remedies, and these have been agreed by a nurse. Staff receive training in

the safe handling of medication. Medication is accurately recorded, received and disposed of appropriately. Medication is only accepted into the school in its new original packaging bearing a pharmacist prescription label. The medication cupboards are secure. All accidents are recorded and first aid is given as appropriate. There is always at least one member of staff on duty who is trained to give first aid.

Mealtimes are sociable occasions, where a variety of healthy food is served in ample quantities. Pupils, generally, like the food that is on offer. They are given the opportunity to discuss and change menus, as well as shop for and cook their own meals. Pupils who require special diets due to allergies are properly catered for. Theme nights are held throughout the year to celebrate events from different cultures and beliefs.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

This school prioritises the safety of its pupils. Pupils feel safe in boarding. The safety and rights of both staff and pupils are protected. Ongoing safeguarding issues are quickly referred to the appropriate external agencies. Staff are familiar with the school's own safeguarding procedures. All staff have received training which forms part of the school's internal core staff training programme. They are competent in their knowledge of the school's child protection procedures. Some pupils have experienced incidents of bullying but staff are pro-active and responsive to all bullying behaviour. The vigilance and working practices adopted by the school go some way to reducing opportunities for bullying to occur. For example, staff work with pupils to develop their understanding of the diversity of their community and the importance of tolerance of others. Discussion with pupils supported this work takes place. The school has a written procedure for action when pupils are absent without authority. There are very few incidents of pupils going missing from the school but these are dealt with appropriately. The privacy of pupils is respected by staff. Sensitive information is held securely in the office. Pupil's issues are not discussed openly.

Pupils are enabled by staff to make complaints. Pupils are provided with opportunities to make complaints during the pupil's boarding meetings, school and boarding council meetings as well as informally with staff. Pupils also have access to complaints forms and fully understand the complaints procedure. Complaints are taken seriously and resolved where possible. It is clear from observation and discussion that the school's management team is responsive to issues raised by the pupils and their parents and ensures measures put in place to resolve issues are effectively communicated. All complaints are appropriately, fairly and sensitively responded to.

Staff view the pupils positively and there is a good, family atmosphere in boarding. The behaviour management is a strong aspect of the school ensuring pupils develop socially acceptable behaviour. The school has reviewed its behaviour policy and provided a very clear reward and consequence scheme which all pupils are fully

aware of and appear to respond well to. The scheme ensures a restorative approach enabling pupils to discuss their issues, encourage empathy and repair the relationship. This scheme clearly evidences that boarders are consistently in the top 10 of the highest achievers in the scheme ensuring their access to learning is enhanced. Staff are given training during their induction on physical intervention and this is updated annually. Physical intervention is used as a last resort and rarely in boarding. Throughout the school the incidence of physical intervention has reduced drastically with the implementation of the new behaviour policy. Permissible sanctions are clearly stated and pupils know what the rules, boundaries and consequences of their actions are. A bound and numbered book is used to record sanctions but not all the information required by the national minimum standards is consistently recorded. However, sanctions are appropriate and fair. Risk assessments are in place for all pupils, covering their activities and behaviour. Boundaries between staff and pupils are clear and relationships are excellent.

There are satisfactory vetting procedures in place for all newly recruited staff. Safety checks are completed and staff only commence employment when they have a satisfactory Criminal Records Bureau disclosure and two satisfactory references. All visitors sign into the school and must show identification as well as sign a statement about the school's safeguarding procedures.

The school has comprehensive risk assessments for all aspects of safety on the premises and grounds including fire. All staff are given fire safety training. Fire drills are carried out on a regular basis and at different times of the day. Fire safety equipment is checked regularly and a detailed record kept. There are robust health and safety procedures in place.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Care staff are positive in their approach to education and its value for pupils and work closely with education staff. There is excellent communication between care and teaching staff. They meet at the beginning and end of each day to provide feedback about each pupil. There is a child-centred approach to care and education. Pupils who board are provided with a structured and well-supported environment which enables them to appropriately manage their day in school thereby facilitating learning.

Boarders thoroughly enjoy their time in boarding and actively encourage other pupils to board. Pupils say they know who they can talk to if they are worried and have a number of staff they feel able to go to. Individual support is detailed in each pupil's file and observations and discussions with staff show that staff ensure each pupil's individual needs are fully addressed. This includes identifying any religious and cultural needs a pupil may have. Pupils and staff have excellent relationships. Pupils are well supported under times of personal stress and staff are sensitive to pupils and their emotional development. Pupils said there are lots of activities both in

school and in the community. They enjoy the many and varied activities and said the activities are the best thing about boarding.

Helping children make a positive contribution

The provision is good.

Staff are able to provide appropriate care for pupils and meet their individual needs with the knowledge and understanding they have of them. Pupil's files include a satisfactory health plan, care plan and targets which are agreed by pupils. Targets are set for behaviour and learning new skills such as budgeting and are reviewed by boarding staff with pupils.

Admission to boarding and leaving is sensitively and comprehensively planned. Pupils board for a maximum of four nights a week and so are home with parents or carers for a minimum of three nights a week. However, a telephone is accessible to boarders should they wish to contact parents or carers. Parents and carers are also encouraged to visit the school, stay for a meal and chat to the staff.

Boarding meetings for pupils are held twice each evening mainly to organise activities and pass on information. There is also a boarding and school council. Each boarding house elects their representative for the boarding council. Meetings are held at least termly. Discussions are held about food, bullying, activities and complaints. Minutes also evidence diversity and tolerance are regular agenda items. Pupils are encouraged and supported to make decisions, come up with ideas and influence the way the school is organised.

Achieving economic wellbeing

The provision is satisfactory.

Boarding houses are small, dated and provide dormitory style sleeping accommodation. Although the sleeping accommodation is partitioned to provide individual sleeping spaces, boarders complain that they do not have enough privacy. The head teacher and governing body are currently addressing this issue with the local authority. There is some single room accommodation available to pupils who prefer this. Boarders do have access to the school facilities such as a pool table, the sports hall and playing fields. Within the boarding houses, boarders also have a small lounge and kitchen area. All dining takes place in the school's dining hall. Bathrooms, bedrooms and showers are appropriately heated and ventilated. Bathrooms and toilets have doors with privacy locks fitted to enable staff to enter in an emergency and hot water is regulated to ensure it does not exceed 43 degrees celsius. The school is clean and tidy and well maintained. Pupils value their school and their surroundings.

Organisation

The organisation is good.

There is comprehensive information for parents. The commitment to promoting equality and diversity is explicit in this information. There are good staffing levels in boarding. Three staff sleep in overnight and boarders know how to get help if they should need it during the night.

Staff have access to an excellent training programme. The staff team are qualified, caring, competent and well supported by each other and the senior management team. They are passionate and committed to the work that they do. All staff have received equality and diversity training.

The promotion of equality and diversity is outstanding. Evidence supports a consistent commitment to improving equality and diversity in practice. Pupils receive an individual service in the school which is designed to meet their personal needs. All staff have a strong knowledge of the pupils they are working with ensuring their needs are consistently met. Staff work in partnership with parents and carers to ensure a high quality service where the ethos is centred around meeting the individual needs and aspirations of pupils.

The school ensures the quality of care through continuous monitoring and evaluation of the service. Pupils and parents are asked to complete annual surveys to ensure the school captures their views of the school. All records are signed by senior managers. The annual development plan sets out the way in which the school wants to develop and how it will be achieved. The senior leadership team has a strong commitment towards improving the quality of the service provided to ensure pupils thrive and become well adjusted young adults.

What must be done to secure future improvement?

Compliance with national minimum standards

The school meets all the national minimum standards, with the exception of any listed below. To ensure that the school meets the national minimum standards the school needs to...

- ensure each entry in the record of sanctions contains all the information listed within the standard (NMS 10.9)