



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Hailey Hall School

**Hailey Lane  
Hertford  
Hertfordshire  
SG13 7PB**

*Lead Inspector*  
**June Humphreys**

*Announced Inspection*  
**12th December 2006      12:00**

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Hailey Hall School
<b>Address</b>	Hailey Lane Hertford Hertfordshire SG13 7PB
<b>Telephone number</b>	01992 465208
<b>Fax number</b>	01992 460851
<b>Email address</b>	admin@haileyhall.herts.sch.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Hertfordshire County Council
<b>Name of Head</b>	Mr S R Watt
<b>Name of Head of Care</b>	
<b>Age range of residential pupils</b>	
<b>Date of last welfare inspection</b>	

## **Brief Description of the School:**

Hailey Hall School provides a specialist regional resource for pupils aged 11 to 16 with emotional and behavioural difficulties. All pupils have a Statement of Special Educational Need (SEN). It is funded by Hertfordshire County Council (HCC) Local Education Authority (LEA).

The school is located on the outskirts of Hoddesdon. It consists of a two-storey, purpose built building. The residential provision for boarders is arranged in four units arranged around the school's hall and dining area. One unit is currently unused. The residential facilities can accommodate a maximum of 24 boarders. Each unit contains a dormitory divided to provide individual sleeping areas and a lounge and kitchenette. The school's hall, dining area and games areas are used by the boarders, and outdoor recreational facilities, including a football pitch and outdoor swimming pool, are available for the boarders to use.

# SUMMARY

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

This was a planned inspection of the year (2006), prior to the transfer of responsibilities from the Commission for Social Care Inspection to Ofsted in April 2007 for the inspection of services for children.

An extremely positive inspection of the school, with most of the standards inspected being met, and a number of them exceeding the minimum requirements were carried out earlier in the year (27<sup>th</sup>&28<sup>th</sup> February 2006).

Planning and case tracking was therefore proportionate, taking into consideration the positive comments and references made in the last report. Key standards that affect the rights, welfare, health, safety and protection of young people were reviewed as part of this inspection.

The Inspection was carried out during the school day, and early part of the evening. The inspector was able to see the rehearsal of the Christmas show, and there was a very positive atmosphere in the school. Time was spent talking with children, staff and members of the senior management team such as the Head teacher and the Head of Care. Care files, health and safety records, complaints and sanctions were inspected.

## What the school does well:

The children spoke positively about their experiences of boarding at the school. They said that the staff are: -

- " *Kind and supportive*"
- " *They know what I need*"
- " *They listen to me and try to help.*"

The food is of a very high standard offering a wide range of choices.

The school provides a stable and secure environment where children are rewarded for positive behaviour, but understand the system for dealing with negative behaviours.

Care staff and teaching staff work well together; the team are enthusiastic ensuring new and interesting activities are offered. Children also receive additional support on a one to one basis if and when necessary. Child protection is given a high priority with staff receiving training. Any concerns are addressed promptly and monitored.

The staff have worked hard to develop positive relationships with the families of the young people. They said staff are: -

*" They get to know the children well"*

*" The staff are always helpful"*

*"My son's really happy there"*

## **What has improved since the last inspection?**

As reported following previous inspections, the school presents a calm and secure atmosphere for the boarders and the children continue to progress in all areas.

The Head of Care said that the quality of life for the boarders has improved, and this was confirmed by the positive attitude of the boarders and the residential staff. Three Duke of Edinburgh Award leaders work every evening and provide extra opportunities and a good role model for the boys.

Environmental improvements are continuing and redecoration has been undertaken in all areas of the boarding facilities. Works are completed on a rolling programme.

## **What they could do better:**

As a result of this and previous inspections the Commission holds the view that Hailey Hall School does a good job and offers a high level of care and interesting activities to the children.

Both of the recommendations in the previous report have been met.

The care plans of children boarding would benefit from a regular, internal audit from the Head of Care.

However, the school has good internal monitoring processes that identifies shortfalls in service deliveries in a timely and effective way. The inspector felt confident that every effort would be made by the management team to continually improve the service, and children would be kept safe.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection



# Being Healthy

## **The intended outcomes for these standards are:**

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## **The Commission considers Standard 14 the key standard to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

14 and 15. Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Staff appear to know young people well and were able to discuss individual health issues as documented in the plan of care.

The children are offered a varied menu of different food. Children stated that the food was enjoyable.

## **EVIDENCE:**

Health related issues are documented in each child's care file. There was good documentary evidence of liaison with various health professionals and appointments which staff had provided assistance with i.e. attending the G.P were clearly recorded.

Inspection of medication administration records was undertaken thoroughly at the last inspection. There had been considerable improvement with clear entries in respect of prescribed medicines given to boarders. Various members of the boarding house team had been trained in first aid.

The medical administrator is responsible for medication and healthcare in the school. Residential staff and learning assistants are also able to administer medication. Medication is stored in a cupboard in the medical room, which is locked when not in use. There is a pouch for each boy's medication and a medicines administration record (MAR) chart provided by the pharmacist for

each boy. The school has appropriate procedures for the administration and recording of medication that ensure that there is a minimal risk of medication error.

Staff place high importance on young peoples' privacy and dignity, and this is maintained at all times when providing support with intimate care. Support required is documented in individual care plans, and this includes information relating to physical and emotional needs.

Much of the food on offer is cooked in the school kitchen with boarding facilities providing adequate opportunities to make snacks. Menus completed evidenced that the meals were well balanced and healthy.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

3, 4, 5, 6, 7, 8, 10, 26 and 27. Quality in this outcome area is **good**.  
This Judgement has been made using available evidence including a visit to this service.

The privacy of the children is respected.

Children know how to complain and are confident that they will be listened to.

The school has appropriate policies and procedures to ensure that children are safeguarded from abuse and other risks of harm.

## **EVIDENCE:**

There has been no change in the procedures and practice for ensuring that children are safe, and that their privacy is respected. Residential staff have a range of policies available that include guidance on privacy, confidentiality, complaints, bullying and child protection. The policies for whistle blowing, Internet access and searching pupils have been revised.

The Medical Administrator is the designated Child Protection (CP) Co-ordinator. The school has a clearly written policy and procedures for child protection, which include information on how to recognise the signs and symptoms of abuse. The school follows the HCC child protection procedures and a summary of the procedures is in the staff handbook.

All school staff has completed a certificated TCI (Therapeutic Crisis Intervention) training and child protection training, and regular updates and refresher courses are held for both of these. Confidential records, such as the minutes of child protection meetings, are kept in a locked filing cabinet in the medical room to which only the designated (CP) Co-ordinator and the Head Teacher have keys. Pupils' records are stored securely in the school office.

There have been no complaints received by the school since the previous inspection took place, and the Commission has received no complaints.

The children spoken to know they could talk to a teacher or a member of care staff, and there was a good sense that children understood bullying would be dealt with and not tolerated.

The school has good systems in place for encouraging positive behaviour and for dealing with difficult behaviour. The ethos of the school is that behaviour leads to a consequence, but then there is a new start. Several boys spoke about taking responsibility for their actions, and accepting any consequences. Sanctions are rarely used for boarders, but may include going to bed early or having a time of reflection in their bedroom. As a reward for good behaviour, there may be an extension to the evening for good behaviour. Points are awarded for good behaviour, and at the unit meeting the boy with the most points for the week, and a boy with maximum points for the day were given a reward of chocolate.

New staff are vetted prior to taking up appointments, which include enhanced Criminal Records Bureau checks.

# Enjoying and Achieving

## **The intended outcomes for these standards are:**

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## **The Commission considers Standards 12 and 22 the key standards to be inspected.**

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

12,13 and 22. Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

Children are properly supported by committed teaching and care staff.

The children have a varied range of activities, which they appear to enjoy. Appropriate risk assessments are completed.

## **EVIDENCE:**

In the ten months since the last inspection the School has continued to 'achieve' in this area, with few changes.

The residential provision continues to be an integral part of the whole school experience. The residential staff spoken to confirmed that there is good communication with the teaching staff, including a shared communication book in the staff room which all staff contribute to and read every morning and evening. The inspector felt the book was a very useful tool to record any issues, which arise for the children during any part of the day, and the language used by staff is phrased very positively i.e. *"he really made an effort"*.

The separation of the school day and after school activities is maintained. Pupils change out of their school uniform after school. They call the residential staff by their first names, and school issues and sanctions are not carried into the boarding unit. Year 10 and 11 boys have homework. The residential staff give them time and encouragement to complete. The role of the residential staff is described in the staff handbook to contribute actively to the children's education and support regular attendance at school. They provide a positive and supportive role model for the children, while the boarding experience provides a preparation for independent living.

All residential staff are available to boarders to support them with any personal or welfare concerns, and they each have a personal tutor in the school. An independent counsellor is available at the school every Friday and pupils are able to speak to her in confidence if they wish to.

Children who board use the facilities in the school and grounds, such as the pool table and ball game area, during the evenings. After supper every evening outings are arranged to community facilities, including cinema, bowling and leisure pool. Play station games machines have been provided to each unit, and the boys laid down their own ground rules for using them fairly and responsibly. One child said that *"there is always lots to do, and I am looking forward to doing the Duke of Edinburgh award"*.

No children board over the weekends, but the school arranges several weekend camping trips and outdoor activities each year that all the pupils in the school are able to attend as a reward for good behaviour. The school has employed three Duke of Edinburgh Award Instructors who work as teaching assistants during the day and assist with activities in the boarding unit in the evenings. This has proven to be a very popular activity.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

2,17 and 20. Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

There were good systems in place to encourage children and young people to make a positive contribution to boarding.

## **EVIDENCE:**

There was good evidence from the four care plans looked at that that specific pieces of work were being undertaken with individual children, and young people in line with identified needs. The care plans are based on individual targets for each child, including practical and organisational skills, personal appearance and personal hygiene, house rules, social development and emotional development and behaviour. Details of each child's needs are completed under each heading and targets set. Each target is broken down into detailed sub-headings, reviews are carried each term and scored with 'W'

(working towards), 'A' (achieved) or 'E' (established). The care plans seen appeared to be good working documents. However in some cases there were some inconsistencies and care plans would benefit from a management audit

Children take part in their reviews, and prior to this spend time with a member of staff to talk through any issues, which they would like, discussed. The Staff are very good at seeking the views of the children by the process of group meetings, which are held regularly at the School. The inspector also observed several examples where staff were negotiating with the children and dealing appropriately with situations around acceptable behaviour.

Children board from Monday to Friday and go home at weekends. The residential staff phone parents at least once every week, and they contact parents regarding any welfare concerns. The children spoken to say that staff treat them fairly, and that they understand and accept the school rules. The Head Teacher was very aware of how difficult some of the children found this and acknowledged that the School had limited powers in what could be offered once a child had left the School. However Staff said that planning for children who are leaving the school starts as early as possible, usually with the number of boarding days being gradually reduced.



# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## JUDGEMENT – we looked at outcomes for the following standard(s):

16, 23, 24 and 25. Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

The boarding environment on the school site is limited and personal bed spaces are small. However every effort has been made for the residential unit to be comfortable and homely and reflect the individuality of the boarders.

Children are encouraged and supported to maintain and develop their independence skills.

Money looked after on behalf of the children is properly handled and recorded.

## **EVIDENCE:**

The residential provision for boarders is arranged in four units arranged around the school's hall and dining area. The facilities are limited in that they are located within the School, meaning that boarders could feel that they are not away from School. But the two boys spoken to say that this was not an issue for them, and in some ways made them 'feel safe'. The residential facilities can accommodate a maximum of 24 boarders, but one unit is not in use. Each unit contains a dormitory divided to provide individual sleeping areas and shared communal space, and four single bedrooms are available for senior boys.

Each unit has a lounge and kitchenette, and the boarders use the school's hall, dining area and games areas. Outdoor recreational facilities, including a football pitch and outdoor swimming pool are available for the boarders to use. The lounges and kitchen areas in each unit have recently been refurbished. The Head of Care that showed the inspector round explained that the children had selected the colour scheme themselves. There were posters on the walls in the junior units, and the boys in the senior unit have TVs and CD players in their bed spaces. There are bathrooms, showers, and toilets on each unit.

Children are able to bring their own clothes to wear after school and have appropriate storage for these. There are laundry facilities for children to be supported to carry out their own laundry or for the staff to do this. Children have their own toiletries.

The staff on each unit advise children to hand their money in for safekeeping. Each pupil's money is stored separately, and given to the pupil on request to pay for outings. Some of the boys carry out little tasks, such as laying tables, to earn money to pay for their outings.

# Management

## **The intended outcomes for these standards are:**

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

## **The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

1, 18, 19, 28, 29, 30, 31, 32 and 33. Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The residential unit is staffed by an experienced team who are supported by a comprehensive training programme. All required records are kept appropriately. The senior management team and school governing body ensure that the school is managed well.

Governors now visit and monitor the boarding provision.

## **EVIDENCE:**

The school produces informative and useful information about their facilities, aims and objectives. It has produced a wide range of informative literature both for in-house use and for the use of parents, carers and children. All of the essential information appears to be included and the school also gives details about how children fare at exams as well as other useful facts. The information is provided in an appropriate format for children and their parents to understand.

The school maintains clear records on boarders and full records of the staff it employs. The care plans are stored securely in the Head of Care's office, welfare files are in the welfare room, and files for daily behaviour reports are in the staff room. There is comprehensive information in each file on the child's personal details, contacts, and health needs.

The management of the service is a considerable contributor to the excellent education and childcare and practices within the School.

The Head Teacher is fortunate to have a committed and enthusiastic staff team supporting him. There are four full time care staff, including the Head of Care, and two who work one or two evenings a week. The school employs three Duke of Edinburgh Award trainers who also help with evening activities in the residential unit. The Head of Care has over 25 years experience in residential child-care and has been head of care at the school for nine years. He has a CSS qualification. One of the residential staff has NVQ level 3, and two others are studying for NVQ qualifications.

There are a range of monitoring systems in place to regularly audit and review issues across the school, including boarding. The Head continues to report to the governors and the governor's sub-committees consider a range of issues such as health and safety, staffing, care and curriculum. Certain monitoring tasks have been delegated to the Head of Care and the records show that this is being carried out appropriately. Half termly visits and reports are now being undertaken by a member of the governing body. The inspector met with the person who had undertaken the first visit and overall she was satisfied with the boarding facilities, although she was in the process of recommending some changes.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>6</b>	3
<b>7</b>	3
<b>8</b>	3
<b>10</b>	X
<b>26</b>	X
<b>27</b>	X

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>13</b>	4
<b>22</b>	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	3
<b>11</b>	3
<b>17</b>	4
<b>20</b>	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	3
<b>21</b>	X
<b>23</b>	3
<b>24</b>	3
<b>25</b>	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	3
<b>19</b>	3
<b>28</b>	3
<b>29</b>	3
<b>30</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	3

No

Are there any outstanding recommendations from the last inspection?

### **RECOMMENDED ACTIONS**

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

## **Commission for Social Care Inspection**

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