



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Haileybury

**Haileybury
Hertford
Hertfordshire
SG13 7N**

Lead Inspector
Mrs Judith Kent

Key Unannounced Inspection
13th November 2006 9:00

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

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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 *Boarding Schools*. They can be found at 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

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.

SCHOOL INFORMATION

Name of school	Haileybury
Address	Haileybury Hertford Hertfordshire SG13 7N
Telephone number	01992 706 222
Fax number	01992 470 663
Email address	
Provider Web address	www.haileybury.herts.sch.uk
Name of Governing body, Person or Authority responsible for the school	Haileybury
Name of Head	Mr S.A. Westley
Name of Head of Care	Mrs Nicola Huggett and Mr Peter Johns
Age range of boarding pupils	11 – 18
Date of last welfare inspection	November 2003

Brief Description of the School:

Haileybury offers an education to both boys and girls from 11 – 18 yrs on a boarding and day basis. This report is concerned with the welfare of boarding pupils only. The school is situated in Hertford Heath, a village within about three miles of both Hertford and Hoddeson towns, and is set in 500 acres of grounds in a rural area. The original buildings are Georgian, are positioned around a large quadrangle and include the chapel, library, three of the thirteen boarding houses, a large assembly hall and administrative offices. Adjacent to this area are three further boarding houses, the dining hall and classroom block. Set further from the quad are six boarding houses, the health centre, lower school teaching block, the accommodation block for lower school boys, science and technology laboratories, the music school with concert hall, the art school and the sports centre.

While several of the boarding houses are in the original school buildings, there are four newer purpose-built houses which incorporate facilities for physically disabled pupils. Many areas of the school have been adapted for wheelchair users, although in buildings of this age and design it would not be possible to provide access to all parts.

There are extensive sports areas in the school with pitches and courts for a wide variety of summer and winter activities; the indoor sports centre, while primarily used by the school, offers a facility for the local community.

SUMMARY

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

The inspection took place over three days and was carried out by four CSCI inspectors and a Boarding Sector Professional Inspector (BSPI), and only the twenty-one key standards were inspected.

Inspectors visited each boarding house at various times of the day, including evenings and spoke with pupils in each house and across the age range. They took lunch and evening meals with pupils. Meetings were held with key members of staff including the Heads of Boarding, the Second Master, who is responsible for child protection in the school, the Chaplain, the School Counsellor and the catering manager. Meetings with house tutor teams, the bursary team and representatives of the support staff took place and records were looked at.

The fire safety officer, the child protection team and the environmental health department of Hertfordshire County Council were contacted and the Chairperson of the school's governing body was invited to comment on the school.

Questionnaires were distributed to students from each year, representing every house in the school and selected randomly by the lead inspector. Thirty-seven were returned under confidential cover. Pupils were able to respond anonymously if they wished.

All parents were informed of the inspection and were invited to give their views about the school – nine had responded at the time of writing this report.

All were positive in general, although most raised some minor issues such as tidiness of dormitories and bedrooms. Two parents thought that a dedicated house for lower school girls, similar to Highfield house for the 11/12-year-old boys, would help the younger girls to adapt to boarding life more easily; others were concerned about lack of supervision at bedtimes. Individual issues raised were fed back anonymously to the Master and Heads of Boarding.

What the school does well:

The school provides pupils with excellent pastoral care, which is acknowledged by both pupils and their parents, all of whom responded that they were very satisfied with the way their children are cared for at the school. Housemasters and Housemistresses (HMs) and their teams support and encourage pupils to uphold the school's principles and ethos and help them to enjoy a wide variety of activities outside their academic programmes.

Since the last inspection in 2003, the school has appointed two Heads of Boarding who have developed several positive initiatives to ensure pupils welfare is promoted. These include annual house audits linked to the National Minimum Standards for Boarding Schools and a tutorial system between prefects and younger pupils where both academic and social issues can be discussed.

Pastoral care is robust and pays particular attention to the prevention of bullying. Pupils' responses confirmed that they are confident that their

concerns will be listened to by both house staff and the support team of chaplain, counsellor and GP. There are systems in place to ensure that concerns are identified swiftly and appropriate action is taken. Several parents commented on the effectiveness of house staff and how actions taken by them had contributed to their children's wellbeing and progress in the school.

The range of extramural activities offered for boarders is extensive and is appreciated by the pupils, who are given the opportunity to make suggestions about the activity programme.

What has improved since the last inspection?

There has been a noticeable improvement in the catering arrangements in the school since the last welfare inspection in November 2003. Pupils reported satisfaction with most meals, which offer a wide choice of 'healthy eating', and also that queuing had been reduced and that mealtimes are managed better.

While the school has always benefited from a well-equipped and staffed general practice, the health centre on the campus has recently been extended to offer improved facilities. There are separate suites for boys and girls with isolation rooms, rest areas and facilities for disabled pupils, as well as a fully equipped physiotherapy room where sports injuries in particular can be treated by the physiotherapist. An air-conditioning unit has been installed in the dispensary so that medicines can be stored in ideal conditions.

There is now a detailed Crisis Management plan in place with designated tasks and duties for staff in the event of a major emergency affecting the school. Additional secure storage for their belongings is in process of being installed for each pupil in the form of a small safe controlled by a combination lock.

What they could do better:

Although there were no serious shortcomings, both pupils and staff need to be aware of fire safety precautions, such as not propping fire doors open, and of the need to observe the procedures for maintaining security in boarding houses.

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 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

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

6 & 15

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

The health centre on the campus provides full general practice facilities and specialist services to ensure that pupils health is maintained. The school provides health education and guidance to pupils and encourages them to take care of their own wellbeing.

EVIDENCE:

There is a health centre on the campus staffed by a full-time GP, a female visiting GP, a team of trained nurses, a visiting physiotherapist, a practice manager and receptionist. The centre is staffed 24 hrs a day and has recently been extended to offer a new suite for girls including an eight bed ward plus isolation beds, a rest area and bath and shower facilities. There is equal provision for boys.

The centre has a dispensary and a fully equipped physiotherapy suite; there is an ambulance on the campus which can be used to ferry sick or injured pupils to the health centre from other areas of the school, e.g. the playing fields and sports centre. To the side of the centre there is recently installed access for disabled pupils, the door of which is not kept locked although there is a door

phone - this practice could present the risk of unauthorised entry to the centre. Access via the locked main entrance is by door phone. The school offers a full programme of Personal Social Health Education (PSHE) led by a dedicated team and the catering manager in the school gives guidance on healthy eating. She is planning to offer leavers sessions on cooking for themselves at university.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

2, 3, 4, 5, 26, 37, 38, 39, 41& 47

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

The overall safety and protection of pupils is given a high priority within the school and there are well-developed systems in place to promote their welfare.

EVIDENCE:

Pupils who responded to the questionnaire and who were spoken with during the inspection did not identify bullying by either other pupils or staff as a concern. They had clear ideas about whom they would talk to should they feel threatened in any way. The school makes its policy on bullying clear to pupils, parents and staff in the written information that is given to them, and posts the policy around boarding houses. Discussion with some older girls revealed that they act as 'guardian angels' to new younger pupils to help them to settle in to their new way of life and a tutorial system has recently been introduced where prefects 'tutor' younger pupils about all aspects of school life. This practice gives the young pupils an opportunity to talk about any concerns they may have to a fellow pupil and encourages responsibility and awareness in prefects. The HMs hold the notes made of these interviews. The necessity of ensuring that senior pupils are aware of their responsibilities in respect of maintaining confidentiality was discussed with the Head of Boarding. The school's child protection policy has been developed in accordance with DH and DfES guidance and Hertfordshire County Council child protection procedures. There is clear information in the Staff Handbook on signs which may indicate that a child is being bullied or abused and the action staff should take should such a concern be identified. The ancillary staff are also given written guidance on their responsibilities in this area.

The guidelines for disciplining pupils are set out in the Staff Handbook, along with the school's restraint policy and procedure and pupils and their parents are given information about sanctions and punishments that may be applied. Punishment are recorded on pupils files and are regularly reviewed by their HM although the ethos of the school is to encourage and reward responsible behaviour rather than use excessive punishment. House prefects have a limited role in disciplining pupils and each house holds a record of the punishments given by them. Pupils spoken with felt that the disciplinary systems were on the whole fair.

There are complaints procedures for pupils and parents, both of which are clearly set out in the appropriate information booklets. Pupils were aware of the procedure.

Fire drills are carried out regularly and the procedure to be implemented should fire break out is posted prominently in each boarding house. Records of all drills are held and fire equipment is tested regularly. Fire risk assessments are in place. However inspectors noted that in several areas fire door were held open by wedges or, in one case, by a fire extinguisher; there were paint cans stored in one house kitchen which could potentially present a risk; there appeared to be no muster points indicated in the grounds. The bursar indicated that he plans to seek a full inspection from the Hertfordshire Fire & Rescue service, who were approached by the CSCI prior to the inspection. The fire officer responded that he has visited the school on a few occasions to discuss the work being carried out in the theatre, but that a full inspection has not been completed for some time.

The pre-inspection questionnaire indicated that thorough security checks, including obtaining a Criminal Records Bureau (CRB) disclosure, are carried out for all staff (and partners or other adults living on the school premises), and

that any taxi and coach drivers used by pupils are also required to have a check. Most contractors working at the school undertake CRB checks – those that do not are not allowed to work unsupervised in the school.

Once again it was noted that there were few interview notes on teaching staff files, although support staff files have a pro forma for interviews.

Records of support staff recruitment showed that in contravention of Standard 38 there were not always two references available at the point of appointment, but the human resources manager said that they would pursue them and that they were always eventually obtained.

The open nature of the school campus has led to some intrusion and problems in the past. The grounds are extensive, the buildings are scattered and there is a public right of way passing through the grounds. Additional security measures have been put in place and there are now more CCTV cameras and lighting around the campus; a system of staff and visitor badges has been introduced. A concern was expressed by a group of ancillary staff about pupils lack of awareness of traffic safety in the school grounds; although there is a speed limit on the campus, they said that pupils sometimes indulge in high spirits and could be in danger from moving vehicles.

Pupils are reminded to be vigilant about security in their boarding houses, which have keypads on all doors; nevertheless inspectors found some houses unlocked and unattended during the day.

Several parents who contacted the inspector expressed a concern that there is little tracking of pupils movements in and out of boarding houses. It is recognised, however, that it is impractical for pupils to sign in and out each time they attend class or go to meals. There is a system for recording when pupils go off campus, and there are three roll calls during the day.

The bursary team are responsible for making sure that risk assessments are completed for all aspects of safety on the school premises and there is risk assessment training in place. The inspectors noted one or two areas of concern – very hot water in some bathrooms and a lack of any hot water in the laundry for hand washing.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

14 & 18

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

Pupils attending the school can be confident that their concerns and worries will be listened to. The tutor system ensures that pupils have a designated person with whom they can discuss welfare issues and in addition they can choose to confide in the school counsellor.

EVIDENCE:

Haileybury offers an education to pupils from many overseas countries, some of whom do not have English as a first language. There is a programme of tuition and induction developed by a dedicated master to enable pupils to gain an understanding of local culture and a working knowledge of English.

Although the school has a Christian ethos, there is a multicultural approach and very few pupils choose not to take part in the daily assemblies despite being free to do so in consultation with their parents. Religious and cultural views are respected and diverse dietary needs are catered for.

There is an established network of pastoral care for boarders in the school. First-line support is the responsibility of house tutors led by a housemaster or housemistress (HM); the ratio of pupils to tutor is about 10:1 at Haileybury. However, all teaching and house staff are available to pupils should they wish to discuss problems with them. The chaplain, the school counsellor and the GP

are also available to pupils for support and advice on a confidential basis. Pupils responses to the inspectors showed that they are clear about the support offered and many gave examples of how they would deal with worries about school life, varying from talking to friends initially, but being aware of the support available from their house tutors and HMs. Relationships between house staff and pupils appear to be good and pupils spoke enthusiastically about the leadership and support that HMs and house tutors give.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

12 & 19

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

Pupils have the opportunity to influence how the boarding function in the school operates through a variety of committees and the school council.

EVIDENCE:

Pupils are able to express their views about their boarding experiences via several fora: the school council - the Senate - consists of elected pupils from each year group and meets monthly with staff representatives to discuss a wide range of issues; the catering committee is made up of representatives from each house who are given minutes of each meeting to circulate; each house has a committee to discuss house issues and boarding pupils are invited each year to make written comment on house tutors' pastoral work. In addition to these measures, the Heads of Boarding indicated that the newly implemented house audit system will be further developed to include pupil input.

Pupils spoken with at the inspection confirmed that they were aware of the various ways in which they can make their voices heard.

There is ample provision for pupils to be able to make contact and meet with their parents. Each boarding house has a payphone, most of which are in

phone booths to enable confidential conversations, but the majority of pupils have their own mobile phones. Helpline contact telephone numbers are displayed by payphones. Parents can visit at any reasonable time and also maintain contact by email or letter.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

Standard 51 does not apply

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

EVIDENCE:

The school does not arrange lodgings for pupils

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

1, 23, 31 & 34

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Pupils and their parents are given full information about the school to help them understand what boarding at the school entails. There are risk assessments in place for premises and activities.

House tutors are given a full induction into the role and are supported by HMs.

EVIDENCE:

Parents and pupils are given full information about the school's boarding principles, admission criteria and welfare arrangements in the Information for New Parents booklet and the Pupil Handbook. These documents set out fully

the school's ethos and approach to boarding and the expectations it holds in respect of behaviour.

The Master holds overall responsibility for monitoring formal complaints, punishments and accidents although responsibility for dealing with them may be devolved to house level or, in the case of medical concerns and accidents, to the health centre staff.

The Bursar and his team ensure that risk assessments are in place and respond to requests for action to minimise hazards.

The system of supervision for pupils outside teaching times is clearly set out in the guidance given to staff; there are suitably qualified staff on duty in boarding houses at these times and pupils spoken with confirmed that they know how to contact the staff member on duty. Two parents wrote that they thought there should be more supervision at bedtimes as their children are nearly always tired when they meet.

Pupils and parents are given clear guidance about 'exeat' weekends and their responsibilities to inform the school of any changes to established weekend arrangements. There is a member of house staff on duty available for those pupils remaining in school over exeat weekends.

All new staff at the school, including ancillary staff, are given guidance about child protection issues; house staff are given an induction into their house and the wider aspects of the school and have regular meetings with the HM of their house, to whom they are accountable, to discuss any issues arising from their pastoral duties. There is a programme of staff development and training and regular staff appraisal which includes an assessment of performance of house duties.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding 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>
6	4
7	X
15	4
16	X
17	X
24	X
25	X
48	X
49	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	3
3	3
4	3
5	3
13	X
22	X
26	3
28	X
29	X
37	3
38	3
39	3
41	3
47	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	3
18	3
27	X
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
19	3
21	X
30	X
36	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	X
42	X
44	X
45	X
50	X
51	N/A

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	X
9	X
10	X
23	3
31	3
32	X
33	X
34	3
35	X
52	X

Are there any outstanding recommendations from the last inspection? No

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)
1	BS26	That a review of fire safety takes place, and that pupils and all staff are reminded of fire safety precautions.	
2	BS38	That two verified written references are obtained before any staff member starts work at the school.	
3	BS41	That pupils and all staff are reminded about the need to maintain security of boarding houses.	

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