

Hailey Hall School

Hailey Hall School, Hailey Lane, HERTFORD, SG13 7PB

Inspection dates	05/03/2015	
Overall effectiveness	Outstanding	1
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Outstanding	1
Leadership and management of the residential provision	Outstanding	1

Summary of key findings

The residential provision is outstanding because

- The overall effectiveness of the school's residential provision is outstanding. The excellent quality of care, support and guidance impacts significantly on the lives of residential pupils enabling them to develop as individuals and make excellent progress in school.
- Residential pupils thrive in an environment where their individual vulnerabilities and strengths are recognised. Staff have high expectations for behaviour. Unwanted behaviour is consistently challenged in a quiet respectful manner.
- Issues related to diversity and difference are celebrated and seen as opportunities to learn from each other.
- The safety of residential pupils is a priority at the school. Leaders and managers continue to develop safeguarding arrangements and continually review practice. Residential pupils report feeling safe and all have an adult they can talk with if they are sad.
- A particular strength of the service is the focus on continual improvement of the service provided to ensure the varying needs of residential pupils are continually met.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

Three hours' notice was given prior to the start of the inspection. The inspection methodology included: observation of residential routines and practice; discussions with external professionals, scrutiny of school policies and records; discussions with parents/carers and residential pupils as well as meetings with staff and residential pupils. Meals were taken with pupils and the inspector took part in some activities with the pupils. A tour of the premises and grounds took place with pupils. Fire officer, catering and maintenance staff along with education staff with safeguarding responsibility were all spoken with.

Inspection team

Gwen Buckley

Lead social care inspector

Full report

Information about this school

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 situated in a residential area on the outskirts of Hoddesdon. 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 looked after by the local authority. The residential facilities can accommodate a maximum of 20 boarders. At the time of the inspection 19 boys were staying between one and four nights a week. a few boys receive extended day opportunities. Young people board between Monday and Friday, term time only.

What does the school need to do to improve further?

- Improve the quality of the monitoring visits by documenting any follow up actions.
- Implement plans for improving privacy in the dormitories, in line with pupils wishes.

Inspection judgements

Outcomes for residential pupils

Outstanding

The outcomes for residential pupils are outstanding. The school works with moral purpose and with passion to make a difference; helping residential pupils believe in themselves. Residential pupils know staff have high expectations for them and want them to do well. Residential pupils say the staff earn their respect and they know the staff respect them as individuals. The residential experience helps residential pupils do well in education, as well as personal and social development.

For pupils wishing to stay in the residential provision there is an induction process that meets individual needs. This may start with extended days, to one or two nights a week before they stay for four nights. At all times pupils, know they are able to go home if they wish to. This means that all pupils that stay are happy, settled, and want to be there. Residential pupils like being with friends and like the activities offered.

The home has close links with and support from the local community. Residential pupils regularly raise money for charity and attend community events. These include helping in a local home for the elderly and helping a local charity put on a special evening for elderly people each year. Residential pupils are proud of the work and find it interesting. These events encourage and foster inclusion within the local and wider community. Consequently, residential pupils, no matter what their own ability and circumstances are active participants in community life raising their self-esteem and confidence.

Residential pupils learn independence skills. They develop skills, according to their individual needs, in preparation for the transition to adulthood. Young people are willing helpers around the residential areas and they have a pride in the school and say they really enjoy boarding. A few saying they just could not think of anything that would improve their experiences in residential time.

Quality of residential provision and care

Outstanding

The quality of care for residential pupils is outstanding. External professionals, parents and carers are unanimously complimentary regarding the commitment of residential staff to improve outcomes for pupils.

Care staff work effectively with other agencies to meet the needs of residential pupils. There is consistent positive responses from residential pupils about the staff and family members report that, 'Residential staff are very supportive, they are like an extended supportive family. We trust them to look after our children and know they are safe.'

Residential pupils feel the food has improved in recent months and they like the meals provided. They influence the menu planning and have a choice at meal times.

Assessment of individual needs before admission and throughout their stay includes the views of the pupils. This leads to very flexible routines with care provided that is highly individualised and responsive to changing needs. This unique care and support provided means that staff develop individual relationships with each pupil and their family.

Information about how to make a complaint is available. No complaints have been made, but families know how to make a complaint and are confident that staff and managers would be responsive about any issue raised.

Staff encourage residential pupils to personalise their bedrooms to reflect their individual tastes, few residents have chosen to do this. They have also been consulted about the layout and privacy offered to them in the residential areas. Plans are in place to make changes to reflect the differing views of the pupils. This means that residential pupils feel secure in their own space and know staff listen to them and take action to meet their needs. As a result, pupils feel respected and like their living environment.

Care and teaching staff work in partnership and have a proactive approach to supporting individual's learning and achievements. This contributes to the culture and expectation of young people's attendance, engagement and progression in education. Family member's report that, just last year their child's progress and achievements made in education could not have been foreseen, they are really proud of how well their child has done.

Where possible, young people engage in community based groups. This means that all children access a range of enjoyable and purposeful activities. Following admission, staff and managers tailor care and support to reflect identified needs as they emerge. As a result, family members feel their child is included in all activities and not left out of the group. This promotes equality within the school.

The home is appropriately located in well-maintained grounds. Adaptations made to the building meet the differing needs of residential pupils, such as ramps at fire exits where needed. A dedicated maintenance team ensures any repairs needed are quickly rectified. This means that children and young people are cared for in a home maintained to meet their individual needs.

Residential pupils' safety

Outstanding

The safety of residential pupils is outstanding and a priority at the school. Residential pupils report feeling safe living at the school and know staff will challenge any bullying and keep them all safe.

Safeguarding arrangements are robust. The extremely good reporting and excellent scrutiny of incidents and concerns ensures senior staff area aware of any trends and patterns of concern. This enables them to take appropriate action to protect young people such as providing staff training focused on areas of concern. They also provide training that family members can attend. This ensures both staff and family members have the skills and knowledge to keep the residential pupils safe both at school and at home.

Parents are regular visitors and feel that staff have pupil's safety at the centre of their practice. Staff feel managers take seriously and respond to any concerns raised by them. They notify parents quickly of any significant events or concern and family members and carers report that communication from the residential staff is second to none. Managers promptly pass information about safeguarding matters to external professionals as needed.

Children and young people do not go missing from this provision. Staff have clear guidance in the event an incident occurs. Behaviour is very well managed by staff who consistently maintain boundaries, in a warm nurturing environment. Residential pupils make good progress and learn to manage situations they had previously found difficult. Parents report this learning is taken to their own homes and improves their wellbeing both at school and at home.

The use of physical restraint is extremely rare, with none taking place in residential time for over a year. All staff receive training in alternatives to physical intervention and are skilled in diverting unwanted behaviour. Unwanted behaviour is challenged in a quiet respectful manner. Staff know the behavioural triggers for each residential pupil and work proactively to promote positive behaviour. Sanctions are very seldom used; when used residential pupils say they are fair.

The recruitment process is well-managed and new Government guidance quickly implemented. All expected pre-employment checks are undertaken prior to staff starting at the school. Visitors are required to sign in and wear visitor badges and if needed they are escorted within the building. This ensures that only authorised people have access to the home, promoting residential pupil's safety.

Staff complete regular health and safety checks of the premises. When needed a personal emergency evacuation plan is in place. Residential pupils are confident they can leave the building safely if they needed to. A fire officer recently visited and stated that the fire safety arrangements at the school were sound.

Leadership and management of the residential provision Outstanding

The leadership and management of the school is outstanding. The management team has a clear vision for the future, they reflect on and improve practice continually to meet the needs of pupils at any given time. Managers and staff are enthusiastic about their work, which means that morale is high. There is a positive and warm culture in the residential flats with respect shown with staff acting as positive role models.

The school's practices are respected and they have shared some programmes they have developed with other schools in the area and local children's social services. These include a bespoke points system for behaviour management and an independence programme for the younger residents. A senior social services manager has been commissioned to help the school review practice and she states the staff are open to new ideas and are happy to share their own good practices with others.

Positive, sensitive and nurturing relationships with experienced, committed and well-trained staff enable pupils to trust the adults who care for them. The care staff receive supervision, appraisals and training which helps them understand the needs of the pupils in their care and supports their own professional development. All care staff have a recognised level three award in care and are undertaking a level five qualification.

Monthly reviews of care is undertaken and practice is continually developing which safeguards pupils. Transactions to and from the residential provision is very well managed and has the needs of each child at the heart of any plans. These systems and many more in the school have a significantly positive effect for residential pupils who are benefiting from a holistic approach to care, health and education. Photographs are maintained and displayed of some activities residential pupils have taken part of and they proudly talk about these events.

Governor's monitoring visits take place in line with guidance and residential pupils know they can talk with these visitors. Reports completed for each visit highlight development areas although actions to address these are not routinely followed up or recorded in the next visit.

Care and education staff work well together. This is significantly positive for pupils because they are benefiting from a holistic approach to care, health and education that covers their entire stay.

The one area for development in the last report has been addressed. The one area highlighted as needing decorating has been done, as has the other rooms in the residential flats. The independent person has changed since the last inspection with a new one undergoing all relevant checks before starting the role. She has been in to introduce herself to the pupils.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	117673
Social care unique reference number	SC056397
DfE registration number	919/7014

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	
Number of boarders on roll	20
Gender of boarders	Boys
Age range of boarders	11 to 16
Headteacher	Mrs Heather Boardman
Date of previous boarding inspection	10/12/2013
Telephone number	01992 465208
Email address	admin@haileyhall.herts.sch.uk

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