

Hailey Hall School

Inspection report

Unique Reference Number	117673
Local Authority	Hertfordshire
Inspection number	339044
Inspection dates	2–3 March 2010
Reporting inspector	Kathy Hooper

This inspection of the school was carried out under section 5 of the Education Act 2005.
The inspection of social care was carried out under the Care Standards Act 2000.

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Mr Nick Binder
Headteacher	Mrs Heather Boardman
Date of previous school inspection	13 December 2006
School address	Hailey Lane Hertford SG13 7PB
Telephone number	01992 465208
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Age group	11–16
Inspection dates	2–3 March 2010
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Boarding provision	Hailey Hall School
Social care Unique Reference Number	SC056397
Social care inspector	Joanne Vyas

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Introduction

This inspection was carried out by two additional inspectors and one social care inspector. Half of the time on the inspection was spent looking at learning; 17 part lessons were observed and each of the 11 teachers at the school was seen teaching. Meetings were held with a group of pupils, representative governors, senior staff and teaching staff. Inspectors observed the school's work, and examined the school's documents including records of achievement and pupils' attendance. They looked carefully at policies, safeguarding procedures, and records relating to the school and boarding provision. Questionnaires were received from staff, pupils and five parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how the school is supporting the progress of those pupils who are not achieving as well as others due to their poor attendance
- how well assessments of pupils' progress are used to support learning and inform planning
- how effectively the school uses its information from its monitoring of the school's work to improve provision
- the impact of the boarding provision on the achievement of pupils.

Information about the school

Hailey Hall School is a residential special school for boys who have behavioural, emotional, and social difficulties (BESD). About one third have weekly boarding places for four nights a week. The accommodation, opened in 1967, is purpose built. The school population is drawn from all parts of Hertfordshire, so some pupils have very long journeys. All the pupils have a statement for their special educational needs. The majority of pupils are White British. Eight children are looked after by the local authority. The proportion of pupils who join or leave the school at times other than the usual time of admission or leaving is larger than average. Many of the pupils who join the school have been excluded from other schools and have missed significant amounts of schooling. The needs of the pupils are becoming increasingly complex, and approximately a third of them have mental health issues. After the previous inspection, the school experienced a period of staff turbulence with the resignation of the previous headteacher. The current headteacher has been in post for two years, but there are still several temporary appointments on the staff. The school has Eco-school status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hailey Hall school provides a satisfactory, but improving, quality of education for its pupils, and their progress in learning is satisfactory. Pupils who are vulnerable, including boarders, make good gains in their learning because of high levels of support from a range of agencies. In good lessons, all pupils make good progress because teachers use a range of resources and ensure activities are closely matched to their needs. However, in a small minority of lessons pupils are insufficiently challenged because not all teachers make consistent use of assessments to plan their lessons. The inadequate attendance of a small minority of pupils limits their achievement overall.

Pupils have a good understanding of how to keep themselves safe, and healthy and make good contributions to the wider community. The gains in confidence and self-esteem for those involved in a recent racing competition in Australia have been substantial.

As well as extending the number of GCSEs, the school has this year introduced a range of vocational opportunities for pupils, and this has had a marked impact on the much improved engagement and attendance of older boys. Some pupils attend local colleges to learn trades such as motor vehicle maintenance. One boy stated that this was 'the best part of the week'. Younger pupils have a broad curriculum and there are plans to make the curriculum more exciting and relevant for them. The curriculum does not yet ensure consistent development of pupils' basic skills of literacy, numeracy and information and communication technology (ICT). Pupils, including boarders, enjoy school and are well cared for and supported.

Although the last inspection report judged the school to be good, the subsequent instability in staffing, and the lack of a deputy headteacher, have limited the development of provision. The good improvements made by the new headteacher indicate that the school has satisfactory capacity to improve. Monitoring systems have been established and work has been done on improving the quality of teaching and learning. As a result, both achievement and attendance have begun to show measurable signs of improvement.

Provision for boarders has much improved. At the last inspection, provision was inadequate, but a new head of care has worked with the headteacher. Provision is satisfactory and has some good features. Pupils enjoy their experiences and are well supported to achieve. There are some health and safety issues that require attention.

What does the school need to do to improve further?

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- Improve further the attendance, and hence achievement, of the small minority of pupils whose attendance is irregular.
 - Raise the achievement of pupils by improving the quality of teaching by
 - ensuring that lesson planning uses achievement data to shape learning outcomes for pupils' individual learning needs and abilities
 - ensuring assessments of pupils' learning are used to promote pupils' self-esteem by reinforcing their achievements and showing them how to improve
 - increasing the range of resources, including new technologies, and practical activities to engage pupils.
 - Fully establish an integrated and relevant curriculum that ensures consistent promotion of pupils'
 - personal and social skills
 - literacy, numeracy and information and communication skills.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils begin school at Year 7 with very low starting points. This is because of their disrupted education and, for many, their additional special educational needs. By the end of Year 9 and Year 11, standards are below those of other schools. Nevertheless, the vast majority of the pupils with good attendance make at least the expected progress. A small minority are very successful. One pupil, excluded from seven previous schools, is now making good progress. Vulnerable pupils, boarding pupils, and those with additional special educational needs make good progress. All pupils make sound improvements in their literacy, spelling and numeracy as a result of greater emphasis across the school. A small number achieve five or more GCSEs by the end of Year 11. Pupils feel safe while in school. They understand routines and procedures well and all of them can identify someone to whom they can turn for help if necessary. Computer security has been well addressed through vigilant monitoring. There is some bullying, but pupils say that it is dealt with swiftly and effectively. For the most part, pupils' behaviour is appropriate. The school functions in an orderly fashion and the number of incidents of bad behaviour have significantly reduced. The number of exclusions has dropped dramatically. Access to ample physical activities and nutritious food at lunchtimes and in the mornings, has led to good awareness among pupils of how to live healthy lifestyles. Feedback from pupils has resulted in them having toast to stave off hunger pangs through the long mornings. Their awareness of healthy living leads boarding pupils to be critical of the amount of unhealthy food available in the evenings. The growing number of opportunities the school is providing enables them to make a good contribution to the wider community. The recent involvement of some older boys

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in making a racing vehicle to take part in a competition in Australia has been hugely successful, and there is extensive engagement with the local senior citizens. Those pupils involved in the work on the school allotment have had excellent experiences of working with the local supermarket staff, as well as learning to be self-sufficient. Pupils' overall low levels of literacy, numeracy and attendance, however, mean that their ability to achieve economic well-being is no better than satisfactory.

The majority of pupils have a good attendance record but the poor attendance of a small minority brings the overall figure down. Nonetheless, it has improved well since the arrival of the headteacher. While the senior staff make every effort to improve attendance, working closely with outside agencies, it remains low overall. Pupils' spiritual, moral, social and cultural development is satisfactory overall.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching across the school is broadly satisfactory, and there are some pockets of good teaching. The best lessons, for example, some in English, mathematics and physical education, are finely tuned to pupils' individual needs, make excellent use of resources

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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for interactive learning, including the use of new technologies, and provide practical, enjoyable activities for pupils. Pupils are well challenged and stretched in these lessons. As a result they are well motivated, want to learn, and cooperate well. One Year 11 boy thanked the teacher for a good mathematics lesson. In less successful, though satisfactory lessons, relationships are good but the planning does not always take sufficient account of the individual needs of pupils and there is too much teacher talk. While pupils' contributions are acknowledged positively in lessons, feedback is not always well focused on what the pupil has done well. Occasionally, pupils lose interest due to too much writing. Not enough use is made of practical resources and ICT in these lessons to involve pupils more actively in their learning. Pupils enjoy and are often well engaged in discussions. Marking is up to date but there is limited dialogue about learning in pupils' books, so they are not always clear about how they could improve. Few teachers provide homework, a point raised by several parents and pupils. In a very small minority of lessons, pupils made too little progress because the teachers were inexperienced in teaching pupils with challenging behaviour, or were concerned more with their behaviour than their learning.

The curriculum is broadly adequate to meet the needs of pupils. At the time of the inspection, there were weaknesses in science, humanities and modern foreign languages, due to staff absences and unfilled staff vacancies. In Key Stage 3, pupils are not always aware of the relevance of the learning, and their personal, social, literacy, numeracy and ICT skills are not consistently addressed. There are plans in place for providing a more relevant curriculum at Key Stage 3, to make it more accessible for pupils. Curriculum planning includes a wider range of vocational opportunities at Key Stage 4 in partnership with other schools and outside agencies. The improvements in the range of opportunities for older pupils have impacted favourably on their attendance. It is anticipated that a more relevant and matched curriculum will have a similar impact in Key Stage 3. The curriculum is very successfully augmented for vulnerable pupils by a range of one-to-one opportunities to improve their literacy and numeracy through the extended schools initiative.

Pupils are well supported, guided and cared for, and this has had a real impact on their achievement. Pupils' and parents' views are sought and there is effective daily communication. Pupils are encouraged to take advantage of the boarding facilities and, those who do, benefit greatly. There are improving links with local schools and with careers advisers and the pupils develop a good awareness of post-school possibilities. Discussion with the pupils reveals high aspirations regarding further and higher qualifications. The improved support for aspects of pupils' welfare, such as anger management, and therapeutic crisis intervention, is having a significant impact on behaviour. The work with the education welfare officer and family visits by the senior leadership team have improved attendance, but it remains stubbornly low. The accommodation has been improved by remodelling the reception area, and the school sits in attractive surroundings. Pupils generally respect their environment and use it well. The school allotment has been a great asset and considerable influence on pupils' understanding of health, as well as job possibilities.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has brought with her a resolve that 'all will thrive'. She has established key monitoring systems that have identified areas for urgent improvement, including improved attendance, teaching and learning and the curriculum in order to raise achievement. There is now a greater sense of urgency about the need to raise achievement. There have been changes in staffing and there are still posts, including a deputy headteacher in the senior management team that have not been filled. This has meant a heavy workload for the senior management team. An assistant headteacher from a local school, who has been in post this term, is helping to promote the use of a rigorous tracking system to monitor and measure the progress of each pupil, and target achievement. As a result, there is a very clear picture of each pupil's progress and achievement. Teachers' objectives have been linked to targets for pupils against their predictions, and some teachers are beginning to make effective use of this information in their lesson plans. The school development plan is clearly focused on pupils' achievement and teaching and learning, and all staff have twice-weekly professional development opportunities. The school has successfully grown some of its own specialist staff, notably in mathematics, with the help of the local authority.

The governing body has been much strengthened and informed by a new chair who is head of a local and successful mainstream school. Parental involvement has been increased, with up to half of parents attending a parents' evening. Safeguarding procedures are robust and monitoring by the governors has been very effective in this regard. Improvements in achievement and behaviour, and the headteacher's involvement in extended school initiatives, have supported the development of a cohesive community. Although ambitious plans demonstrate a good commitment to further development, such as extending links with Europe, these are yet to be fully monitored to identify their impact on outcomes for pupils. There is a clear understanding of individual entitlements and each pupil's needs are well understood. These are being used to address gaps in performance between different groups of pupils.

These are the grades for leadership and management

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Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Boarding provision

The quality of the boarding is satisfactory. It has some good features. The majority of the national minimum standards are met, with a significant number exceeded. The school has taken appropriate action to address most of the recommendations contained in the previous report when boarding was judged inadequate. These included recommendations regarding recruitment procedures, administration of medication, records of behaviour management, systems for pupils who wish to complain, staff supervision, placement planning, record keeping, monitoring, supervision and appraisal. The school's ethos and underpinning philosophy is strong throughout, ensuring pupils who board are in a supportive and caring community within which they are valued and safe. Boarders enjoy the experience and develop good relationships with each other and with staff. Staff actively promote the health of boarders. Most are suitably trained in first aid and there are few accidents. Staff are trained in the safe management of medication and have good procedures. Nevertheless, because medication still comes into the school without its original packaging, identification is difficult, raising a possibility of the wrong medication being administered. Furthermore, there is no protocol, signed by a medical professional, for the administration of non-prescribed medication. There are lots of opportunities for boarders to take part in physical activities. A varied diet caters for individual needs and specialist diets. However, staff and pupils have complained about the availability of some unhealthy choices. The safety and rights of both staff and boarders are protected, and privacy respected. Staff understand the school's safeguarding procedures; boarders know who to talk to if they are unhappy. Staff are good at listening and take their concerns seriously resolving issues where possible. Recruitment procedures are robust, ensuring all safety checks are

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carried out. Staff have a good knowledge of the bullying policy and instances are rare. Pupils are positively regarded by staff, and there is a relaxed, family atmosphere. All boarding staff have been trained in physical intervention but rarely use it, preferring to talk to pupils to encourage them to calm down. Any physical intervention is appropriately recorded. However, sanctions are not currently recorded in a bound and numbered book. Boarders understand the rules and believe them to be fair. Challenging behaviour is managed competently and professionally. Pupils receive praise and incentives for good behaviour, and boarders were polite and helpful during the inspection. Individual support is detailed in each boarder's file, and individual needs and aspirations are fully addressed. Boarders are expected to complete daily tasks such as cleaning, washing up and shopping, and are well supported on work experience and transition to college. There are significant opportunities for boarders to present their views, make choices and decisions through an active boarding council. A head boarder ensures issues are raised in both the school and boarding council meetings as well as meetings with the headteacher. Despite significant difficulties, staff and pupils have created a homely environment which offers as much privacy as possible within what is provided. Although it is kept spotlessly clean, some décor needs attention. Shower rooms and single bedrooms are too warm which could lead to health problems. Some showers and toilets do not have locks on the doors that can be opened by staff in an emergency. The persistent leaks in 'South Up' are unsatisfactory. These have meant the closure of beds and pupils moving beds away from the leaks. The school has comprehensive risk assessments for most aspects of safety of the premises and grounds, including fire. However, there are no risk assessments for the height of the banisters around the school, onto which pupils can easily climb, and windows that lead to a flat roof. Additionally, water that is accessible to pupils is too hot and could result in scalds. Fire prevention checks, drills, health and safety checks are routinely carried out. Although the senior leadership team is relatively new, they are strongly committed to improving the quality of the service. However, the head of care and other key boarding staff are not given time to complete the required documentation. The monitoring and evaluation, therefore, has little impact on the outcomes for boarders hindering improvements. The promotion of equality and diversity is good. Evidence supports a consistent approach to improving practice. Boarders receive an individual service designed to meet their personal needs. Staff work in partnership with parents, carers and other professionals to ensure a high quality service designed to meet individual needs and aspirations. Staff are qualified, caring and competent. They feel well supported by each other and the senior leadership team. There is a clear induction process for new staff, which includes guidance on safeguarding procedures and other school policies and procedures. Staffing levels are adequate to meet the needs of the boarders. This, however, may need reviewing as numbers of boarders increase.

National Minimum Standards (NMS) to be met to improve social care

- Review the written policy and guidance for staff on storing and administering medication, with particular reference to administering medicines from their original

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packaging. (breach of NMS 14.17)

- Ensure the school has secured, and follows, qualified medical, pharmaceutical or nursing advice in a written protocol on the provision of non-prescription medicines to children. (breach of NMS 14.18)
- Ensure first aid and minor illness treatment are given at the school by a competent designated member of staff. (e.g. by or under the supervision of a qualified first aider (breach of NMS 14.18)
- Ensure children are provided with adequate quantities of suitably prepared wholesome and nutritious food. (breach of NMS 15.1)
- Ensure a record of sanctions applied is kept in a bound and numbered book. (breach of NMS 10.9)
- Ensure risk assessments are carried out, recorded in writing and regularly reviewed. This specifically refers to the height of the banisters and windows that may cause a risk to children. (breach of NMS 26.3)
- Ensure that hot water temperatures at taps accessible to vulnerable children do not exceed 43 degrees Celsius. (breach of NMS 26.8)
- Ensure the heating and ventilation of all parts of the school are satisfactory and fully meet the needs of the children. (breach of NMS 24.14)
- Ensure doors to bathrooms and toilets can be locked but staff are able to open them from the outside in case of emergency. (breach of NMS 25.5)
- Ensure the school provides adequate good quality and well maintained accommodation for boarding pupils, which is consistent with their needs. (breach of NMS 24.1)
- Ensure staff rotas have time scheduled to ensure that completing records, planning care programmes, monitoring and evaluation of the service occur without compromising the overall care of children. (breach of NMS 14.18)

This is the grade for the boarding provision

The effectiveness of the boarding provision	3
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Views of parents and carers

The overall return rate of questionnaires is low. Parents are pleased by the arrival of the new headteacher, but concerned about:

- the adequacy of staff
- the lack of challenge in lessons including homework
- inconsistent practice among teachers

Inspectors agree that there have been some significant improvement over the last two years, but there are still some staff vacancies, some lack of challenge in lessons, and inconsistencies in practice, often due to temporary staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hailey Hall School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received five completed questionnaires by the end of the on-site inspection. In total, there are 59 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	1	20	3	60	1	20	0	0
The school keeps my child safe	1	20	4	80	0	0	0	0
The school informs me about my child's progress	0	0	4	80	0	0	1	20
My child is making enough progress at this school	1	17	2	33	2	33	0	0
The teaching is good at this school	1	20	3	60	1	20	0	0
The school helps me to support my child's learning	1	20	3	60	1	20	0	0
The school helps my child to have a healthy lifestyle	1	20	2	40	1	20	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	2	40	2	40	1	20	0	0
The school meets my child's particular needs	1	20	2	40	1	20	1	20
The school deals effectively with unacceptable behaviour	1	20	2	40	2	40	0	0
The school takes account of my suggestions and concerns	0	0	4	80	1	20	0	0
The school is led and managed effectively	0	0	3	60	2	40	0	0
Overall, I am happy with my child's experience at this school	1	20	2	40	2	40	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Thursday 4 March 2010

Dear Pupils

Inspection of Hailey Hall School, SG13 7PB

Thank you for making us welcome when we visited your school recently. We very much enjoyed talking to you and seeing some of your lessons. Your school is a satisfactory, but improving, school. Your headteacher and the staff are working hard to develop the school, and for this reason, you are becoming more successful in your learning.

It was good to see you enjoying lessons where teachers actively involved you in your learning, such as in mathematics and physical education lessons. We were very impressed by the respect and gratitude of Year 11 boys for a really good lesson in mathematics. We were pleased to see staff working with you on an individual basis to help you, and to hear that the pupils who board enjoy their experience. Those of you who go to college have a good experience. The recent trip by some of the older pupils to Australia was a wonderful opportunity for them to get to know another culture. We found you very helpful and respectful as we tried to find our way around the school. The staff take good care of you and support you well.

In order to make your school better, we have asked for some improvements to be made. These are:

- to improve the attendance of pupils who attend too infrequently
 - to raise your achievement by making sure you are given work that is set at the right level of difficulty, that you are encouraged through praise and that resources, including computers, are used to help you with your work
 - to further develop the curriculum to make it more relevant and exciting for you.
- You can help the school to improve by making sure you continue to work hard and by coming to school regularly.

Yours sincerely

Kathy Hooper

Lead inspector

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