

**FOCUSED COMPLIANCE INSPECTION
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

NEW HALL SCHOOL

OCTOBER 2016



School's Details

Full Name of School	New Hall School
DfE Number	881/6001
Registered Charity Number	1110286
Address	New Hall School The Avenue Boreham Chelmsford Essex CM3 3HS
Telephone Number	01245 467588
Email address	admin@newhallschool.co.uk
Principal	Mrs Katherine Jeffrey
Chair of governors	Mrs Clare Kershaw
Age Range	3 to 19
Total Number of Pupils	1169
Gender of Pupils	Mixed
Number of day pupils	929
Number of boarders	Total: 240 Full: 110
Pupils' Ability	Standardised tests indicate that the ability of the pupils in the prep division and in Years 7 to 11 is above the national average, and that the ability of pupils in Years 12 and 13 is in line with the national average of sixth form pupils.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 185, of whom 175 receive additional specialist help. They mostly require support with dyslexia or dyspraxia. One pupil has an education, health and care (EHC) plan. Ninety-six pupils have English as an additional language (EAL), 61 of whom receive specialist support.
History of the School	Founded by the Canonesses of the Holy Sepulchre in Liege in 1642, the school has occupied its present 70-acre site, formerly a Tudor palace owned by Henry VIII, since 1799.
Ownership and Governing Structure	In 2005, a separate educational trust was

School's Details

	established for the school, which is managed and governed as a single community by the trustees of the charity.
School Structure	The school comprises four divisions, the prep division for pupils from age 3 to 11, which includes the Early Years Foundation Stage (EYFS), the boys' and girls' divisions for pupils from age 11 to 16 and the senior division for pupils from age 16 to 19.
Inspection Dates	18 to 19 Oct 2016
Other Useful Information:	<p>i) New Hall School is a Catholic day and boarding school for boys and girls between the ages of 3 and 18.</p> <p>ii) The six boarding houses, separated by gender and age, include two new houses, established since the previous inspection, which accommodate the youngest boarders.</p> <p>iii) Boys and girls are taught together in the prep division and in Years 12 and 13. In Years 7 to 11, they follow the same curriculum in classes separated by gender.</p>

About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to promote positive behaviour and guard against bullying; arrangements for pupils’ health and safety; arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements will be deemed to be met unless evidence to the contrary is found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;

About the Inspection

- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage and associated requirements and no further action is required as a result of this inspection.

PART 1

Quality of education provided

In the prep division, the school measures attainment using national curriculum tests. Results in 2015, the only year for which they are available, were well above the national average for maintained primary schools. At GCSE, in the years 2013 to 2015, performance has been above the national average for maintained schools. In the sixth form, A-level results in the years 2013 to 2015 have been above the national average for sixth formers in maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

The standards relating to the quality of education [paragraphs 1 - 4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

The standards relating to spiritual, moral, social and cultural development [paragraph 5 and NMS 17 and 19] are met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and

possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The standards relating to welfare, health and safety [paragraphs 6 -16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2-4, 6-12, 15 and 16 are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17-21] and NMS 14 are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22 – 31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the chair of trustees, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with Education, Health and Care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

The trustees ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

The standard relating to leadership and management of the school [paragraph 34] and NMS 13 is met.

About the inspection

The inspectors conducted formal interviews with pupils and held discussions with senior members of staff and with a representative of the trustees. They visited all the boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Rodney Fox

Mr Richard Murray

Mr Rupert Blencowe

Mr Philip Humphreys

Reporting Inspector

Compliance Team Inspector (Senior teacher responsible for compliance, HMC school)

Boarding inspector (Head of boarding, IAPS school)

Boarding inspector (Deputy head, GSA school)