

HAWLEYHURST SCHOOL

Fernhill Road, Blackwater, Camberley, Surrey, GU17 9HU

13 MARCH 2018

CHARACTERISTICS OF THE SCHOOL

HawleyHurst is a co-educational independent day school for pupils aged from 2 to 19 years. The school was formed in January 2018 from the merger of Hurst Lodge School, situated in Ascot, and Hawley Place School and is located on the Hawley Place site. The proprietor is a limited company, the directors of which oversee the merged school.

At the time of the visit there were 463 pupils in the school, including 46 children in the Early Years Foundation Setting (EYFS) and 10 pupils in the sixth form. The school has identified 167 pupils as having special educational needs and/or disabilities and 65 of these are provided with specialist support by the school for a range of learning and emotional needs including dyslexia and Asperger syndrome. There are 17 pupils with educational health care (EHC) plans. The school has identified 75 pupils for whom English is an additional language (EAL), none of whom require assistance from the school. The previous regulatory compliance inspection for Hawley Place School was in September 2016 and Hurst Lodge School was last inspected through a focused compliance and educational quality visit in March 2017.

PURPOSE OF THE VISIT

This was an unannounced Additional Inspection at the request of the Department for Education which was focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework, particularly those concerned with safeguarding; the provision of information; and, following the merger of Hurst Lodge and Hawley Place School on the site previously occupied by Hawley Place School alone, the standards and associated EYFS requirements relating to the curriculum and teaching, to the welfare, health and safety of pupils, to premises and accommodation, and to leadership and management.

Following the evaluation of the previous inspection of Hawley Place in September 2016 and the recommendation that this be checked at the next inspection, this visit also considered the standard relating to complaints so that where requested complainants should receive the opportunity to pursue their complaint at Stage 3 in accordance with the school's complaints procedure.

Hence, the following regulations were considered during the visit:

- Quality of education, curriculum and teaching [ISSR Part 1, paragraphs 2 and 3 and EYFS 1.6]
- Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 (a) and (b) and EYFS requirements 3.4 and 3.5]

- Welfare, health and safety of pupils – health and safety, fire, first aid, supervision of pupils, and risk assessment [ISSR Part 3, paragraphs 11, 12, 13 (and EYFS 3.25 and 3.45), 14 (and EYFS 3.28), and 16 (and EYFS 3.64 and 3.65)].
- Premises and accommodation - all standards [ISSR Part 5, paragraphs 23, 24, 25, 26, 27, 28, 29, and 30]
- Provision of information to parents [ISSR Part 6, paragraph 32 and EYFS 3.75]
- The manner in which complaints are handled [ISSR Part 7, paragraph 33 (f)]
- The quality of leadership and management [ISSR Part 8, paragraph 34].

INSPECTION FINDINGS

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 (a) and (b) and EYFS regulations 3.4 and 3.5]

The school does not meet the requirements. The school does not meet the EYFS requirements.

The school's safeguarding policy provides generally clear guidelines for the identification of the types and signs of child abuse. It includes details of training for both new and established staff. It provides guidance to staff on the suitable reporting procedures in cases of disclosures of abuse and also the contact details for local and national safeguarding agencies. The school sets out suitable restrictions for the use of mobile phones and cameras in the EYFS. There is a named designated person for safeguarding in the EYFS.

However, the policy does not provide suitable arrangements overall to safeguard and promote the welfare of pupils at the school for the following reasons. There are multiple out-of-date references to boarding and boarders. There is a lack of clarity with regard to the roles of six designated safeguarding 'officers' (DSOs) who work with the three designated safeguarding leads and are said by the policy to be DSLs themselves. There is a lack of clarity with regard to peer abuse and what to do should an instance of bullying potentially be a child protection matter, with guidance being given to staff that they should investigate themselves any such instance regardless of whether or not it might involve a child protection issue. Should there be an allegation against the principal who is identified as 'Lead DSL', staff are asked to inform another named DSL who is then required to contact the LADO; however staff are not reminded that they may contact the LADO themselves directly with regard to any child protection matter: they are told to do so in this context only if an allegation is made against both the principal and the named DSL.

The quality of education – curriculum [ISSR Part 1, paragraph 2 and EYFS 1.6]

The school does not meet the Regulation. The school meets the EYFS requirement.

There are two curriculum policies in place, one for each of the merged schools. Neither policy focuses upon the circumstances and needs of the merged schools. The school has maintained the curricular arrangements in place at the two schools prior to the merger, ensuring that the curriculum is suitable for the needs of all pupils. There have been no significant changes to the EYFS, with just two children added to the setting from Hurst Lodge, and hence no need for curricular changes. A single policy which encapsulates the curriculum for the merged school has yet to be produced.

The quality of education – teaching [ISSR Part 1, paragraph 3]

The school meets the Regulation.

The school has made arrangements to ensure that as far as possible the pupils are being taught by the same teachers, especially in the junior part of the school and in GCSE and A-level year groups. There has been a degree of integration of pupils from the two schools in some subject areas and in some year groups. There have been no significant changes to the EYFS with just two children added to the setting from Hurst Lodge and hence except for these two children the teachers remain the same. The lessons observed during the visit indicate that the teaching is suitable.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7 (a) and (b)]

The school does not meet the Regulations.

Despite a number of positive indications, the implementation of the safeguarding policy is not entirely suitable. The training of the Lead DSL and the other two named DSLs (as opposed to DSOs) was up-to-date and involved local authority multi-agency procedures. Members of staff are provided with suitable training including for Prevent. They understand their roles and responsibilities with regard to almost all safeguarding respects. However, they demonstrated a lack of awareness of the requirements of the safeguarding policy, with some during interviews indicating that in the case of an allegation against the principal, they might refer the matter to any of the DSOs. Indeed, there was uncertainty about the multiplicity of DSL and DSO roles and responsibilities, arising in part from the lack of clarity in the policy. Pupils interviewed indicated that they felt safe and happy at the school.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]

The school does not meet the Regulation.

There are two health and safety policies which set out the previous arrangements for each of the two merged schools. That for Hawley Place does not focus upon the circumstances and needs of the merged schools. A policy focusing specifically upon the needs and character of the merged school has yet to be produced and in consequence confusion as to the appropriate course of action in a significantly expanded school might arise.

Even so the Hawley Place policy, dated September 2016, deals with the roles and responsibilities for health and safety even though these have now changed with the arrival of a second person, from Hurst Lodge, with responsibilities in this area. The school maintains suitable records of required health and safety checks on asbestos, legionella, gas appliances, and electrical equipment. There are suitable arrangements for training and for monitoring health and safety matters. The two members of staff responsible for health and safety have suitable training and expertise.

Welfare, health and safety of pupils – fire [ISSR Part 3, paragraph 12]

The school does not meet the Regulation.

There is a fire risk assessment for the site, but this assessment took place during the year before the decision to merge the schools and therefore applies to the site prior to the merger. Although a new fire risk assessment has been commissioned to take place during the next vacation, at the time of the visit the existing assessment was judged to be unsuitable for the significantly changed circumstances of the merged site.

Suitable arrangements are in place to test fire fighting equipment and alarm systems; and the records show that these tests have been made and are maintained effectively. The alarm system for the nursery part of the EYFS is separate from that for the rest of the school. Although many fire exits are marked as such, several are not clearly marked. The records of fire drills, held at least once each term, are held centrally except for those relating to evacuations from the Nursery which are maintained separately. Although members of staff new to the site in January 2018 were given guidance as to the locations of the assembly points in case of an evacuation, as well as general training, there was for the merged school no whole-school fire drill until the day of the inspection when this deficiency was drawn to the attention of the leadership. The fire drill was observed and was conducted in a suitably calm and orderly manner.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13 and EYFS 3.25 and 3.45]

The school does not meet the Regulation. The School meets the EYFS requirements.

The school makes suitable provision for first aid training including for paediatric first aid and also for the administration of medicines. Suitable records of first aid training are kept and monitored to ensure that any required certification is up-to-date. Clearly marked first aid boxes are maintained at key locations around the school site. Members of staff are required to take appropriate first aid supplies with them on trips and visits and for sporting matches.

However, there are two first aid policies which set out the previous arrangements for each of the two merged schools. That for Hawley Place does not focus upon the circumstances and needs of the merged schools; and that for Hurst Lodge focuses upon a different context. A policy focusing specifically upon the needs and character of the merged school has yet to be produced.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14 and EYFS 3.28]

The school meets the Regulation and requirement.

The arrangements in place for the supervision of pupils are suitable, including with regard to children in the EYFS and to pupils on school trips and visits. Due attention is paid to required ratios.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16 and EYFS 3.64 and 3.65]

The school does not meet the Regulation. The school meets the EYFS requirements.

The school has carried out a number of essential risk assessments to safeguard the welfare, health and safety of the pupils and the children in EYFS. For example, a new approach to traffic flow on and off the site has been adopted following a careful assessment of the risks; and a risk assessment was carried out for the tents used temporarily for teaching pupils from the senior part of the school. Existing approaches to the daily assessment of risks in the EYFS and for outings by children, with due attention being paid to required ratios, are suitable.

However, there are two risk assessment policies which set out the previous arrangements for each of the two merged schools. That for Hawley Place (undated) does not focus upon the circumstances and needs of the merged schools; and that for Hurst Lodge (dated September 2016) focuses upon a different context. A policy focusing specifically upon the needs and character of the merged school has yet to be produced. As a consequence, a strategic approach to risk assessment is yet to be taken. This is exemplified in the school's failures: to have carried out a fire risk assessment for the changed circumstances of the merged school; to carry out a whole-school fire drill for the merged school prior to inspection; to rope off the temporary pathways to the tents being used as

classrooms, allowing pupils to take short-cuts and walk on wet grass on a slope with the consequent danger of slipping and falling; and, as noted but also remedied by the school on the day of the visit, to take appropriate precautions to ensure that water was not labelled for drinking in areas with known biological or chemical hazards such as toilets and laboratories.

Premises and accommodation – toilet and washing facilities [ISSR Part 5, paragraph 23]

The school meets the Regulation.

The school provides suitable toilet and washing facilities for the sole use of pupils and suitable separate toilet and washing facilities for boys and girls aged 8 years or over. Suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

Premises and accommodation – medical facilities [ISSR Part 5, paragraph 24]

The school does not meet the Regulation.

There is a central medical room to which sick or injured pupils are asked to report via the school's reception desk. The room is overseen by members of the administrative staff who are trained in first aid. There is a bed and a sink in the room. However, the nearest pupil toilet is some distance away and requires a pupil who is ill or injured either to leave one building and enter another or to use a staff toilet. With the significantly increased numbers of pupils and staff on the school site, easy access to one of other of these locations may now be problematic. There is no guidance in the Hawley Place first aid policy as to what should be done in the event of a sick pupil or child needing to use a toilet.

Premises and accommodation – maintenance [ISSR Part 5, paragraph 25]

The school meets the Regulation.

The school is for the far greater part effectively maintained to minimise the risks to the welfare, health and safety of pupils.

Premises and accommodation – acoustics [ISSR Part 5, paragraph 26]

The school meets the Regulation.

Despite the noise of the hot-air blowers in the tents, the acoustics are suitable.

Premises and accommodation – lighting [ISSR Part 5, paragraph 27]

The school meets the Regulation.

The internal and external lighting is suitable.

Premises and accommodation – water [ISSR Part 5, paragraph 28]

The school meets the Regulation.

Drinking water is available to pupils in many locations across the school site. However, at the time of the visit, water was labelled as fit for drinking in several toilets and laboratories. The school remedied this immediately so that by the end of the visit the regulation was met.

The provision of information [ISSR Part 6, paragraphs 32 and EYFS 3.75]

The school does not meet all of the Regulations. The school meets the EYFS requirement.

The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website. Although the school can make available to parents required policies and copies of the inspection reports for the two school prior to the mergers to parents, there were at the time of the visit no policies available to parents focused on the needs and circumstances of the merged school with regard to the curriculum (paragraph 32.3 (c)), health and safety, and first aid (paragraph 32.3 (d)). In all other respects the school provides or makes available required information to parents in a suitable form.

The manner in which complaints are handled – [ISSR Part 7, paragraph 33 (f)]

The school meets the Regulation.

The school has met the action point of the previous Hawley Place inspection so that complainants may receive the opportunity to pursue their complaint at Stage 3 in accordance with the school's complaints procedure.

Quality of leadership and management [ISSR Part 8, paragraph 34 (a), (b) and (c)]

The school does not meet the Regulations.

Noting the regulatory failings above, the proprietor has failed to ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34 (a) and (b)). Through these failings, the proprietor has also failed to ensure that the leadership and management actively promotes the well-being of students (paragraph 34 (c)).

REGULATORY ACTION POINTS

The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework.

The school accordingly must meet the following action points:

ISSR Part 1, Quality of education, curriculum, paragraph 2

- Ensure that a single written curriculum policy is provided for the merged schools (paragraph 2(1)(a)).

ISSR Part 3, Welfare, health and safety of pupils – safeguarding, paragraphs 7 (a) and (b)

- Ensure that the safeguarding policy does not contain any out-of-date references to arrangements such as boarding which no longer apply to the merged school (paragraph 7(a) and (b)).
- Ensure that the policy clarifies the roles and responsibilities of the named individuals with designated safeguarding positions (paragraph 7(a) and (b)).
- Ensure that designated safeguarding leaders receive inter-agency training suitable for the local authority with which the school primarily liaises (paragraph 7(b)).
- Ensure that all members of staff understand the procedures required of them should there be child protection allegations against the principal or any other member of staff with a designated safeguarding role (paragraph 7(b)).

ISSR Part 3, Welfare, health and safety of pupils – health and safety, paragraph 11

- Ensure that a single written health and safety policy is provided for the merged schools (paragraph 11).

ISSR Part 3, Welfare, health and safety of pupils – fire, paragraph 12

- Ensure that a fire risk assessment is carried out for the merged school and that any recommendations are implemented (paragraph 12).

ISSR Part 3, Welfare, health and safety of pupils – first aid, paragraph 13

- Ensure that a single written first aid policy is provided for the merged schools (paragraph 13).
- Ensure that the first aid policy provides clear guidance to staff on the use of toilets by sick and injured pupil (paragraph 13).

ISSR Part 3, Welfare, health and safety of pupils – risk assessment paragraph 16

- Ensure that a single written risk assessment policy is provided for the merged schools and that appropriate action is taken to implement this effectively (paragraph 16 (a) and (b)).

ISSR Part 5, Premises and accommodation, paragraph 24

- Ensure that there is ready access to a nearby toilet for sick and injured pupils (paragraph 24 (1)(a) and (b)).

ISSR Part 6, Provision of information to parents, paragraph 32

- Ensure that a curriculum policy (paragraph 32.3 (c)), a health and safety policy and a first aid policy (paragraph 32.3 (d)) which focus upon the needs and circumstances of the merged school are provided for or made available to parents.

ISSR Part 8, The quality of leadership and management, paragraph 34

- Ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34 (a) and (b)).
- Ensure that the proprietor through the leadership and management actively promotes the well-being of students (paragraph 34 (c)).