Material Change Inspection Report

Haberdashers' Boys' Preparatory School

October 2022

School's details

School name	Haberdashers' Boys' Preparatory School			
DfE number	919/6221			
Address	Haberdashers' Boys' Preparatory School Butterfly Lane Elstree Borehamwood Hertfordshire WD6 3AF			
Telephone number	020 82661934			
Email address	HMPrep@habsboys.org.uk			
Head	Ms Kate Umpleby			
Chair of governors	Mr Simon Cartmell			
Age Range	4 to 11			
Number of pupils on roll	330			
	EYFS	40	**Pre-prep**	76
	Prep	214		
Date of inspection	06 October 2022			

1. Introduction

Characteristics of the school

1.1 Haberdashers' Boys' Preparatory School is a day school for male pupils. The school comprises two sections: the prep department for pupils in Years 3 to 6 which shares a site with the senior boys' and the girls' schools; and the pre-prep department for pupils in Years 1 and 2, which is located about five miles away from the main campus. An Early Years Foundation Stage (EYFS) setting has recently been opened to include two Reception classes. Governance is provided by the Haberdashers' Aske's Elstree Schools Board, which has responsibility for all sections of the boys' and girls' schools. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), of whom 13 receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 170 pupils whose needs are met by their classroom teachers. The school's previous inspection was a focused compliance and educational quality inspection in January 2022.

Purpose of the inspection

1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to extend the age range to accommodate a Reception class; increase the total number of pupils to 340; and relocate the pre-preparatory school, including the EYFS setting, to new facilities adjacent to the preparatory school. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	**Met**
Part 1, paragraph 3 (teaching)	**Met**
Part 1, paragraph 4 (framework for pupils' performance)	**Met**
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	**Met**
Part 3, paragraph 7 (safeguarding)	**Met**
Part 3, paragraph 11 (health and safety)	**Met**
Part 3, paragraph 12 (fire safety)	**Met**
Part 3, paragraph 14 (supervision of pupils)	**Met**
Part 3, paragraph 16 (risk assessment)	**Met**
Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietors)	**Met**

Part 5, paragraph 23 (premises and accommodation – toilet, washing and changing facilities)	**Met**
Part 5, paragraph 24 (premises and accommodation – medical facilities)	**Met**
Part 5, paragraphs 25 (premises and accommodation - maintenance)	**Met**
Part 5, paragraph 26 (premises and accommodation - acoustics)	**Met**
Part 5, paragraph 27 (premises and accommodation - lighting)	**Met**
Part 5, paragraph 28 (premises and accommodation – water supply)	**Met**
Part 5, paragraph 29 (premises and accommodation – outdoor space)	**Met**
Part 6, paragraph 32(1)(c) (provision of information)	**Met**
Part 8, paragraph 34 (leadership and management)	**Met**

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2 and 2a]

2.1 The school meets the standards.

2.2 The school implements a suitable curriculum, supported by comprehensive schemes of work which provide pupils with experience in all required areas of education. Curriculum plans and schemes of work have been extended to incorporate the areas of learning relevant to the EYFS Reception class. Associated guidance takes account of the proposed lowering of the age range effectively. The curriculum is adapted appropriately to take into account the ages, aptitudes and needs of all pupils, including children in the EYFS. It makes suitable provision for pupils' individual needs including those with SEND and/or EAL. The school has an appropriate relationship education curriculum for primary-age pupils, the development of which included suitable consultation with parents.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

2.3 The school meets the standard.

2.4 The school ensures teaching which enables good progress. Teaching is planned appropriately to take into account the aptitudes, needs and prior attainments of the pupils, including children in Reception. Senior leaders have appointed suitably experienced, specialist EYFS teachers to ensure the continued quality of teaching and learning across all year groups, including in the EYFS.

Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

2.5 The school meets the standard.

2.6 A suitable framework for the assessment of pupils' performance is implemented. This includes arrangements to assess the progress of children in the EYFS towards the early learning goals.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

2.7 The school meets the standard.

2.8 The personal, social, health and economic education (PSHEE) curriculum which supports the school's ethos has been developed effectively. Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. The curriculum has been extended to include topics and schemes of work suitable to children in the EYFS.

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

Safeguarding policy

2.9 The school meets the requirements.

2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

2.11 The school meets the standard.

2.12 The school's safeguarding arrangements are implemented effectively. The designated safeguarding lead (DSL) and deputy DSLs have the appropriate level of training required for the role and this is updated within required timeframes. The school has appointed a deputy DSL, who is a senior leader in the pre-prep, as the safeguarding lead for the EYFS. Staff with designated safeguarding lead responsibilities in different sections of the school, including the EYFS, work closely together and meet regularly as a team to discuss the pupils' needs. Safeguarding records of concerns and referrals to external agencies are effectively organised. The DSL seeks advice in a timely manner when the need arises, acting to prioritise pupils' wellbeing, including in any instances of child-on-child abuse. Pupils confirmed that there are effective arrangements in place for their concerns to be heard. Appropriate responses are given and actions result when pupils express concerns.

2.13 The DSL provides regular training and updates for all staff, including on how to manage a report of child-on-child sexual violence or sexual harassment. Additional training is arranged for any staff member unable to attend the scheduled training. The DSL takes appropriate steps to check that all staff have completed and understood their training. Inspection evidence confirms that staff understanding is effective and that they implement procedures to deal with any child-on-child abuse effectively. New staff undertake an induction programme during which they receive all required documents and policies. All staff have confirmed that they have received, read, and understood the required sections of *Keeping Children Safe in Education* (2022). All staff receive the school's whistleblowing policy and code of conduct for staff. Staff understanding of these policies is effective.

2.14 Suitable priority is given to pupils' online safety and the use of technology. Staff and pupils receive guidance and training in this area. Suitable filters are installed. Limitations on the use of mobile technology within the school, including in the EYFS, are fully understood by staff and pupils.

2.15 Governors are trained appropriately in safeguarding. They undertake an effective annual review of safeguarding policies and procedures and effectively monitor staff recruitment procedures.

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

2.16 The school meets the standard.

2.17 Health and safety procedures throughout the school are managed effectively by appropriately qualified and experienced staff. Servicing and safety checks, including for the new building designed to accommodate younger pupils, are comprehensive and carried out at appropriate intervals. Further health and safety audits have been carried out for the new building. External health and safety consultants are used, and a detailed programme of monitoring ensures the proprietor has suitable oversight of health and safety matters. Maintenance logs indicate that repairs and remedial action are carried out promptly when required. Sufficient consideration has been given to any impact that the proposed change in numbers and ages would have on health and safety. The requirements for health and safety in the EYFS are met. Existing systems for monitoring and taking action are sufficient to maintain standards of health and safety throughout the school.

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

2.18 The school meets the standard.

2.19 There is a robust approach to the organisation of fire safety. The fire risk assessment is up to date. Full consideration has been given to fire safety within the new building, including with regard to the young age of children in Reception. Risk assessments, fire drills, and equipment maintenance, including testing, are carried out at appropriate intervals. Staff are suitably trained, including the designated responsible member of staff, and fire wardens who are fully cognisant of their roles. Fire safety records and associated logs indicate close scrutiny of fire safety by senior leaders and the proprietor.

Appropriate action is taken when required. Fire evacuation plans are well known to staff and pupils due to regular fire drills that are carefully logged. Exit routes and fire notices are clearly evident in all rooms and shared areas. Tests of fire alarms and lighting are carefully documented following a suitable maintenance schedule.

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

2.20 The school meets the standard.

2.21 Duty rotas set out clear expectations for supervising pupils before and after school, and during breaks across the school. Staff demonstrate suitable awareness of their responsibilities in relation to supervision. Appropriate plans are in place, including the appointment of additional teaching staff, to maintain suitable levels of supervision with the increase in pupil numbers. This includes within the newly introduced Reception class. The staff handbook provides clear guidance on when and how supervision is to be provided. Pupils in interviews confirmed that staff are always on hand to provide help if needed. Discussion with senior leaders indicated that due consideration is given to the safety, security and supervision of pupils, including as numbers, and the age range, increase.

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

2.22 The school meets the standard.

2.23 The school has a suitable risk assessment policy, supported by individual risk assessments for all areas, facilities and a wide range of individual activities and educational trips. Staff receive training in completing risk assessments and take appropriate responsibility for their implementation. Additional and appropriate risk assessments have been completed in relation to the introduction of the EYFS. Further risk assessments have been drawn up in respect of the new building and plans are in place to continue this process as the building nears completion. Appropriate systems are in place for managers, leaders, and the proprietor to monitor and review the effectiveness of risk assessment within the school.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]

2.24 The school meets the standards.

2.25 The school has, and implements, a suitable recruitment policy which provides robust procedures for checking the suitability of staff, supply staff and proprietors. Recruitment checks are completed in a timely manner with all required checks completed and recorded accurately on the single central register of appointments (SCR), prior to appointment. Where there has been a delay in obtaining original documentation the school has put a suitable risk assessment in place and, as a minimum, ensured that all other checks have been completed, including a check against the barred list. The accuracy of the SCR is monitored effectively by administrative staff, senior staff and, at least once a term, by a member of the governing body.

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

2.26 The school meets the standard.

2.27 The school has suitable toilet, washing and changing facilities, Appropriate arrangements have been made with in the new building to provide separate facilities for male and female pupils and those in the EYFS.

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

2.28 The school meets the standard.

2.29 The school has suitable facilities for administering first aid and accommodating pupils who are unwell. Within the new building, a suitable medical room is included to provide privacy and access to a toilet and basin for pupils.

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

2.30 The school meets the standard.

2.31 The school is maintained to a suitable standard. An effective process is implemented for reporting and managing maintenance requests. The ongoing schedule of work in relation to the new building indicates that this will provide suitable and appropriate accommodation for the increased number and ages of pupils. Plans indicate that this is likely to meet a standard that ensures, so far as is reasonably practicable, the health, safety and welfare of pupils.

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

2.32 The school meets the standard.

2.33 A tour of the school showed appropriate acoustic provision and sound insulation.

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

2.34 The school meets the standard.

2.35 A tour of the site and buildings indicated that both internal and external lighting is suitable throughout the school.

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

2.36 The school meets the standard.

2.37 A tour of the school site indicated the adequate availability and labelling of drinking water. Temperatures of hot water are suitably controlled.

Premises and accommodation – outdoor space [ISSR Part 5, paragraph 29]

2.38 The school meets the standard.

2.39 The school has a range of outdoor areas that provide suitable space for play, relaxation and physical education across all year groups. Additional outdoor space, designated for the sole use of the EYFS, is provided as part of the new pre-prep facilities.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

2.40 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.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.41 The school meets the standard.

2.42 The proprietor ensures that there is compliance with all the relevant regulations and has taken appropriate steps to put in place systems that take account of the proposed increase in numbers and provision for an EYFS setting. These make it likely that compliance will continue. Leadership and management have ensured that preparations for the proposed material change have been undertaken with due regard for the continued quality of education and welfare for current pupils as well as for the increased numbers and the introduction of the Reception class.

3. Recommendation with regard to material change inspection

Summary of findings

3.1 The school has built additional premises on the main campus to accommodate the pre-preparatory department and made suitable preparations for the proposed increase in the number, and age range, of pupils. The curriculum has been revised appropriately to incorporate the EYFS. Appropriate steps, including the appointment of new staff, have been taken to ensure that the standard of teaching and learning is maintained.

3.2 Suitable consideration has been given to the welfare, health and safety of pupils. Suitable priority is given to safeguarding. Health and safety procedures, including those for fire and evacuation, are implemented effectively. Due consideration has been given to maintaining current appropriate standards of welfare, health and safety in the new building and other facilities. Suitable risk assessments are implemented effectively. All regulations relating to premises and accommodation are currently met and this is likely to continue when the age range is extended and total number of pupils increased. Leadership and management have ensured that preparations for the proposed material change have been undertaken with due regard for the continued quality of education and welfare for current pupils. This is in addition to catering for increased numbers and the introduction of an EYFS setting.

Recommendation

3.3 It is recommended that the material change request to extend the age range to accommodate an EYFS Reception class; increase the total number of pupils to 340; and relocate the EYFS and pre-prep school to new facilities adjacent to the preparatory school, should be approved.

4. Summary of evidence

4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with a governor. They visited different areas of the school, including the new facilities built to house the pre-preparatory school, and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mr Chris Manville	Reporting inspector