



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

HAILEYBURY AND IMPERIAL SERVICE COLLEGE

INDEPENDENT SCHOOLS INSPECTORATE

Haileybury and Imperial Service College

Full Name of College	Haileybury and Imperial Service College	
DfE Number	919/6015	
Registered Charity Number	310013	
Address	Haileybury and Imperial Service College Hertford Hertfordshire SG13 7NU	
Telephone Number	01992 706204	
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Email Address	g.barber@haileybury.com	
Head	Mr Joe Davies	
Chair of Governors	Mr Michael Gatenby	
Age Range	11 to 18	
Total Number of Pupils	772	
Gender of Pupils	Mixed (438 boys; 334 girls)	
Numbers by Age	11-18:	772
Number of Day Pupils	Total:	261
Number of Boarders	Total:	511
	Full:	511
Inspection Dates	23 Sep 2014 to 26 Sep 2014	

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in December 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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 college.

Inspectors

Mr Martin Bussey	Reporting Inspector
Dr Trevor Clarke	Team Inspector (Former Head of Department, HMC school)
Mrs Sarah Dawson	Team Inspector (Deputy Head, HMC school)
Mrs Christine Douglas	Team Inspector (Head of Department, GSA school)
Mr Andrew Gist	Team Inspector (Director of IB, HMC school)
Mrs Wendy Kempster	Team Inspector (Deputy Head, GSA school)
Mr Gareth Lloyd	Team Inspector (Headmaster, HMC school)
Mr Daniel Phillips	Team Inspector (Head of Department, HMC school)
Mrs Linda Trevethick	Co-ordinating Inspector for Boarding
Mrs Claire Grant	Team Inspector for Boarding (Director of Studies, IAPS school)
Mr Timothy Halsall	Team Inspector for Boarding (Assistant Deputy Head, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Haileybury and Imperial Service College is an independent co-educational boarding and day school for pupils aged 11 to 18. It was established as a school for boys in 1862 in buildings which had housed the training college of the East India Company. In 1942 the school amalgamated with the Imperial Service College. It has educated girls since 1973. Incorporated by Royal Charter, oversight is provided by a council of 20 members who are the charity trustees of the college, appointed by a wider group of governors of the Corporation. It is a Christian foundation, with the diocesan bishop as its president.
- 1.2 The college aims to provide a spiritual, ethical and intellectual framework within which fundamental issues are explored and informed choices made; to nourish a respect for individuals of all ages and encourage a willingness to help others; to foster excellence in scholarship and academic studies; to be fundamentally a happy and purposeful place and to offer an experience rich in variety, challenge and reward.
- 1.3 The college occupies buildings in extensive grounds in rural Hertfordshire. It currently educates 772 pupils, of whom around two-fifths are girls. Roughly two-thirds of pupils are boarders, accommodated in thirteen boarding houses. There are 91 pupils in the lower school, consisting of Years 7 and 8, which is adjacent to the senior school, for pupils in Years 9 to 13. Around a third of pupils in the sixth form are new to the college. The sixth form offers study for the International Baccalaureate (IB) and A level, and promotes the international outlook of the IB. Since the previous inspection the college has undertaken substantial development of boarding accommodation, opened a new modern foreign languages (MFL) centre, information and communication technology (ICT) suites, a second all-weather sports facility, and provided meeting spaces for pupil societies, and new social areas.
- 1.4 The ability of pupils in Years 7 to 11 is above the national average, with some cohorts having a notable proportion of pupils with well above average ability. The ability profile of the sixth form remains above the national average, although lower than that in Years 7 to 11, with a wider spread of abilities represented. Day pupils are drawn from Hertfordshire, Buckinghamshire, Cambridgeshire, Essex and London. Boarders mostly come from an area around an hour's travel from the college with some from Europe and a few from further afield. Most pupils come from professional families and a range of ethnicities. There are 161 pupils who have English as an additional language (EAL), of whom 17 require and receive support. No pupil has a statement of special educational needs. Of the 76 pupils who have been identified as having special educational needs and/or disabilities (SEND) 40 receive specialist help with their learning.

- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the college and its National Curriculum equivalence are shown in the following table.

College	NC name
Lower School 1	Year 7
Lower School 2	Year 8
Removes	Year 9
Middles	Year 10
Fifths	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievement and learning is excellent. Pupils demonstrate consistently good levels of knowledge, skills and understanding. Those with SEND and EAL achieve at levels equal to their peers. More able pupils and the gifted and talented achieve at very high levels, particularly through opportunities provided outside the classroom. Pupils develop presentation and organisational skills quickly at the beginning of the academic year and demonstrate high levels of other learning skills in response to recent initiatives. They respond very effectively to excellent opportunities in the curriculum and activities, achieving good levels of progress, and excellent progress in the sixth form. These levels are enabled by good teaching, particularly that which offers consistently high levels of challenge and detailed assessment, although these features are not yet universal.
- 2.2 The pupils' personal development is excellent. Pupils show strong spiritual development, enhanced by their experiences in chapel. They have excellent moral and exceptional cultural awareness, stimulated by a very diverse range of activities, from debating to music, and by the highly successful integration of overseas boarders. Their social development is characterised by high levels of courtesy and confidence. The college provides excellent pastoral care. Nearly all pupils responded to pre-inspection questionnaires and their responses were very positive. Excellent arrangements exist to ensure the pupils' safeguarding, welfare, health and safety. The quality of boarding, central to the college's ethos, is excellent.
- 2.3 Excellent governance supports the college's ethos and promotes its aims well. Through maintenance of the college's strongly held traditions and support for forward-looking initiatives, governors, together with very high quality senior leadership, enable the pupils' excellent achievement and personal development. The sole recommendation of previous inspections has been met. Governors fulfil strongly their responsibilities for oversight in those areas where they have legal responsibilities. Leadership and management are excellent. The college has made significant progress since the previous inspection, particularly in the revision and monitoring of welfare and pastoral systems. Teaching and learning have been strengthened, particularly by the 'Haileybury Habits' initiative, although the monitoring of some elements of teaching by academic middle managers is not yet consistent. The college's links with parents are excellent.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The college meets all the requirements of the Independent School Standards Regulations 2010.

2.5 The college meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendation for further improvement

2.6 The college is advised to make the following improvement.

1. Ensure, through rigorous monitoring by middle managers, that all teaching utilises the pupils' well-developed learning skills by providing consistently challenging work and detailed assessment.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils demonstrate consistently good levels of knowledge, skills and understanding in response to a broad and challenging curriculum. When their well-developed learning skills are fully harnessed by teaching, many achieve the highest standards, supporting the school's aim to foster excellence in scholarship and academic studies. Pupils develop strong linguistic and mathematical skills. They write fluently and communicate clearly from Years 7 and 8 upwards and some of their analysis in English is highly sophisticated. Pupils develop good ICT skills and use these fruitfully in design and technology (DT) and art, and for research. The pupils' achievement in creative subjects is excellent. Their physical development is enhanced very well by the college's extensive opportunities in sports.
- 3.3 Pupils with SEND achieve consistently at levels similar to their peers through excellent support in and out of class. Those with EAL ultimately achieve similar success, but early in their college lives their progress is occasionally hindered when teaching does not comprehensively provide for their individual needs. More able pupils achieve very high levels individually in a wide range of subjects and interests, frequently stimulated by excellent provision of additional academic opportunities in areas such as languages, economics and science.
- 3.4 Pupils reach excellent levels of achievement in activities, in particular those who are gifted and talented. They audition successfully for national instrumental and choral groups, perform well in instrumental examinations, and in musical ensembles, some of these directed by pupils; choral singing is notably strong. Older pupils have won classical writing and debating competitions, enjoy success in biology Olympiads, mathematics challenges, the Duke of Edinburgh's Award (DofE), Model United Nations (MUN), and speech and drama examinations. Younger pupils have won poetry competitions. Individuals are members of national teams in football, both girls and boys, rugby, lacrosse, sailing and hockey. Teams have begun to enjoy more consistent levels of success against other schools.
- 3.5 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been similar to the average for pupils in maintained selective schools. Just over half of results have been at grades A or A*; in 2014 62 per cent of results reached this level. In the IGCSE, results in English literature, history and double award science are higher than UK norms for schools that take these courses. Results at A level have been above the national average for pupils in maintained selective schools. Over four-fifths of passes at A level have been awarded at grades A* to B and results in 2014 maintained this level. In the IB, pupils achieve total points scores above the UK average. These levels of attainment, considered alongside the pupils' responses in interviews, their written work and in lessons, indicate good progress to Year 11 and high progress in the sixth form, in relation to pupils of similar ability, including those with SEND or EAL. A number of pupils each year gain places at universities in the UK with demanding entry requirements.
- 3.6 Pupils throughout the college develop strong learning skills in response to the 'Haileybury Habits' programme. Their work shows that they rapidly learn to organise and present their work to a high standard on entry. Co-operation and independence

are commonly well developed, although not always utilised to a high degree in some teaching. Research in the sixth form shows resilience and resourcefulness, as does the work of pupils with SEND.

3.(b) The contribution of curricular and extra-curricular provision

- 3.7 The quality of curricular and extra-curricular provision is excellent.
- 3.8 The provision strongly supports the college's aims. The curriculum contributes very effectively to the pupils' development in all the requisite areas of learning. In the lower school, pupils follow a broad range of subjects including art and design, DT, drama, music and ICT. Personal, health and social education (PHSE) is enhanced by the 'Horizons' course in Years 7 to 9 which engages pupils in musical culture, current affairs and debating as well as in ethical discussions and leadership activities.
- 3.9 In Year 9, the curriculum broadens and pupils are able to select two optional subjects. This allows them the opportunity to study additional subjects such as classical civilisation, Greek and Italian. Co-ordinators in each subject department, overseen by the head of lower school, ensure coherent academic progression from the lower to the senior school.
- 3.10 A compulsory core of GCSEs and IGCSEs in English, mathematics, double award science, religious studies, one modern foreign language and PHSE, is supplemented in Years 10 and 11 by four additional options including English literature and triple science. The sixth-form curriculum is ambitiously broad and allows A-level students to take the IB theory of knowledge course or submit an IB extended essay in addition, if they wish. A new tutorial programme for Years 9 to 13 complements PHSE lessons and ensures excellent provision for personal development.
- 3.11 This rich and varied curriculum is informed throughout by the excellent 'Haileybury Habits' initiative which, alongside the IB Learner Profile in the sixth form, helps to instil key learning attributes in pupils. These are identified by the school as 'Resourcefulness, Resilience, Reflection, Courage, Inquisitiveness and Organisation'. They are well understood by pupils and make a very effective, core contribution to progress.
- 3.12 Careers education begins in Year 8 with the 'Take Your Child to Work' day and is then included in the PHSE curriculum. In Year 11, pupils receive a series of university or careers-related lectures as well as taking various aptitude tests and surveys. A monthly careers newsletter is e-mailed to parents, pupils and tutors, and the Haileybury Society offers support and advice through their e-mentoring scheme to recent leavers. These and other careers activities create a full and coherent educational programme and represent significant progress since the previous inspection.
- 3.13 Provision for pupils with SEND and EAL is excellent. A comprehensive and well-managed system identifies those pupils who have particular learning needs. They receive specialist one-to-one tuition or are offered more flexible and informal support through drop-in sessions during prep.
- 3.14 The needs of able, gifted and talented pupils are extensively met through the opportunities of the taught curriculum and enhanced by a rich and diverse range of academic extra-curricular activities, ranging from mathematics and biology

Olympiads and other competitions to international-level opportunities in MUN and debating.

- 3.15 The college's provision of activities is excellent. There are many extra-curricular activities that offer direct support to academic subjects such as business challenge and investigative journalism. Inter-house debating is strong, and debates are well attended by staff and pupils. All pupils in Year 9 undertake a well-structured programme which covers navigation, first aid, swimming and leadership. In Years 10 and 11, pupils choose between the Duke of Edinburgh's Award Scheme, life skills and the combined cadet force and engage in these extra-curricular activities enthusiastically. Sixth formers choose from a comprehensive programme fashioned around service, rhetoric and creativity. The college offers a very wide range of sports. Drama and art offer many opportunities and the many music activities range from baroque ensemble to jazz improvisation and African drumming.
- 3.16 Pupils are encouraged to fund raise independently within the college, and to help with projects in the community. Currently over 100 pupils engage in service; they visit old people's homes, work in charity shops and give primary-age children lessons in lacrosse and Italian. The Haileybury Youth Trust (HYT) maintains strong pupil links with Uganda. In the college grounds, the Haileybury First World War trench is both educational and commemorative, and provides a memorable experience for visiting pupils from local maintained and independent schools.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is good.
- 3.18 Teaching makes a key contribution to the pupils' progress and their successful achievement. It supports well the college's aim to help pupils reach their full potential by developing their intellectual curiosity, powers of reason, independent thinking and a love for learning. Overall, teaching has benefited from wider sharing of best practice, as recommended by the previous inspection. Much teaching is well planned, and learning objectives are clearly identified to pupils. A generally good range of teaching methods engages and sustains the pupils' interest. Much teaching conveys high expectations of the pupils' work but some lacks sufficient challenge. A small amount of less successful teaching is overly teacher directed, resulting in insufficient participation by pupils and limited variety of tasks. As a result progress is hindered. The most successful teaching is dynamic, focused and often inspirational, engendering the learning skills espoused by the 'Haileybury Habits'. Such teaching is supported by the college's comprehensive programme of continuous professional development that helpfully includes opportunities for pupils to provide feedback on the teaching they receive.
- 3.19 The library is well-resourced and promotes independent learning and research. An extension planned for the library is appropriately intended to enhance this learning resource, which is used well in teaching. There is effective and appropriate use of ICT in a number of subjects.
- 3.20 Teaching demonstrates a genuine understanding of the needs of individual pupils, taking into account those with SEND, EAL or identified as able, gifted and talented. Teachers are well informed about the individual needs of pupils and classwork is usually pitched at an appropriate level to allow equal access to all pupils, although the understanding of pupils with EAL is not always securely checked. SEND pupils benefit from regularly updated individual plans written in consultation with parents.

Extension work is provided for more able pupils as well as suggestions for further independent investigation.

- 3.21 Excellent relationships between pupils and teachers are a key element in supporting the pupils' progress. Pupils greatly appreciate the additional support that is afforded to them by staff outside the timetable, including initiatives such as effective drop-in clinics in English to promote literacy skills across all subject areas. Progress is enhanced where pupils have particular difficulties by effective liaison between teaching and pastoral staff.
- 3.22 Some marking is excellent, giving frequent and informative feedback that draws upon clearly identifiable criteria, but some work is not marked with sufficient regularity and contains insufficient feedback to enable pupils to know what they need to do to improve. A recently introduced system of assessment tracks the pupils' progress with exacting detail, from entrance examination results and national standardised tests for all pupils in Years 7, 9 and 12, and new entrants in Years 8 and 10, to the results of public examinations. It includes records of internal assessments alongside information about pupils with SEND, EAL and the able, gifted and talented. The lower school has ceased to give attainment grades but records informative comments combined with individual targets and effort grades. This data is used well by senior managers to monitor progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 This high level of personal development is seen in the pupils' confident, respectful and courteous manner. This fulfils the aims of the college and embodies its ethos and values.
- 4.3 The pupils' spiritual development is excellent. This is supported by the strong emphasis on the role of the chapel, which is central to the life of the college. The chaplaincy serves the whole community and is highly respected by pupils, being both sensitive and welcoming to those of all beliefs. Many pupils are prepared for confirmation each year; other groups such as Young Life and Crosstalk enable reflection and debate about issues of the Christian faith. Those of other faiths reflect very effectively, such as in a joyful pupil-led celebration of the Jewish New Year. Pupils display confidence and tolerance in their relationships and they have a strong sense of belonging. Able, gifted and talented pupils feel that the college supports them and celebrates their successes well, and they appreciate the extension of the awarding of colours to include younger pupils.
- 4.4 Pupils develop excellent moral awareness. They understand right from wrong, are co-operative, and develop knowledgeable, balanced opinions on moral issues, for example, when discussing the culling of badgers in Debating Society. The peer support system is particularly effective in providing a framework through which some can fulfil a moral obligation to ensure that all pupils feel well cared for. In PHSE, older pupils confidently discussed issues surrounding image and self-esteem. Pupils are well informed when discussing the three main charities which the college supports each year, notably the HYT and, currently, mental health. Further awareness and funds for all the good causes are raised by pupils through various initiatives, including the charity ball, sponsored walks and bake sales.
- 4.5 The pupils' social development is very strong. Pupils appreciate rewards given to recognise their service to others. A strong sense of community and excellent relationships exist throughout the college. The system of heads of house and college prefects provides pupils with significant positions of responsibility, whilst other pupils demonstrate leadership by planning trips, such as to Vietnam, serving on the college senate and conducting choirs and orchestras. In both debating and the PHSE programme, pupils demonstrate secure social and political awareness. In economics, older pupils confidently discussed issues of monopoly, price discrimination and elasticity of demand. Many pupils are involved in MUN; younger pupils are trained by older ones, and those in Year 9 and upwards take part in conferences abroad and at Haileybury.
- 4.6 Pupils benefit from a wide range of cultural experiences and their awareness is exceptionally strong. Those from different cultures feel very well integrated and supported. A group for international pupils promotes regular discussion and, during International Week, pupils raise awareness by sharing information about the countries from which they come and by highlighting wider cultural issues. Pupils understand and respect those with other traditions and this helps to create a strong mutual respect and harmonious relationships. Opportunities to experience other cultures are plentiful. Many pupils participate in the trips abroad, for example to

Slovenia, Morocco and the First World War Battlefields, and show breadth of understanding as a result. The impact of the study of a wide range of Western cultural traditions is evident in the pupils' success in essay-writing competitions in classics, their informed reaction to study of artists such as Lucian Freud, and enthusiasm for drama at all ages.

- 4.7 Pupils demonstrate a high standard of personal development at all stages of college life. Their maturity and generosity is evident in many facets of college life and their service to the college and wider community.

4.(b) The contribution of arrangements for pastoral care

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The quality of pastoral care provided by all the staff strongly achieves the college's aim to be a happy and purposeful place. Highly effective pastoral systems ensure excellent communication concerning the pupils' needs. Staff know the pupils extremely well and are adept at monitoring their well-being. The pupils feel very well supported and are confident about where and from whom they can access help and guidance. Almost every parent who responded to the pre-inspection questionnaire said that their child is well looked after. Pupils confirm that they like being at the college.
- 4.10 The relationships between staff and pupils are excellent as are relations amongst pupils. Pupils mix freely in the excellent social atmosphere generated in the college café, where pupils spontaneously play the piano. The strong tutor system facilitates regular contact through protected timetable slots and younger pupils meet with their tutor frequently. Welfare staff, including from the medical centre and chaplaincy, provide additional support for the pupils.
- 4.11 The dining hall provides an excellent environment where pupils and staff enjoy eating together. The food provided is well balanced, nutritious and of an excellent quality. A comprehensive range at each meal time promotes healthy eating, with salad and fruit readily available. Guidance on a healthy lifestyle is given through PHSE and a healthy eating module is available to Years 10 and 11. There is an extensive programme of sport and pupils are encouraged to exercise regularly.
- 4.12 There is a systematic approach to the promotion of good behaviour through a clear tariff of rewards and sanctions. In the pre-inspection questionnaire, a minority of pupils stated that teachers are not fair in the way they give sanctions. Inspection evidence and interviews with pupils do not support this view: very effective monitoring of sanctions, and rewards in houses and from senior managers, ensure consistency. A robust monitoring system ensures appropriate action deals with any incidents of bullying, in line with the college's effective anti-bullying policy.
- 4.13 The college has a suitable three year plan to improve the educational access for pupils with SEND.
- 4.14 In the pre-inspection questionnaire, a minority of pupils felt that the college does not seek or respond to its views. The college uses a variety of effective ways to seek the pupils' views. These include a food committee, a pupil attitudinal survey, the senate for pupils in Year 9 and upwards, the peer support system, a support group for overseas pupils and the weekly meeting between the college prefects and the deputy master. All pupils are involved in an annual review of the quality of both teaching and pastoral care, which contributes to and informs staff development. The

college has identified that methods to provide feedback to pupils about issues they have raised are not wholly successful. Inspection evidence supports this. Improvements have already been instituted in how pupils who raise an issue in the senate receive a response, and how pupils' opinions are considered in the lower school.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.15 The arrangements to ensure the welfare, health and safety of pupils are excellent.
- 4.16 The college safeguards the pupils' welfare effectively. Designated staff receive regular child protection and inter-agency training. Suitable child protection training is provided for all other staff, both on induction and at suitable intervals thereafter. Close-knit working relationships with healthcare professionals and other local agencies are characterised by highly effective communication. Record keeping is detailed and methodical, and is the subject of careful monitoring. These arrangements promote the pupils' welfare very successfully.
- 4.17 Registration of pupils is careful and is monitored to a high degree electronically. This ensures that any patterns of absence are noted, including any persistent absence for medical reasons. The college maintains an appropriate admission register electronically, which is backed up and stored correctly.
- 4.18 Arrangements to ensure the pupils' health and safety are strong. A small minority of pupils, in response to the pre-inspection questionnaires, stated that they felt they are not looked after well when they are ill. Inspection evidence does not support this view. Pupils benefit from an on-site NHS medical centre, with its own doctor, dedicated to the college and local communities. Any who feel unwell receive excellent, sympathetic care and can attend freely during surgery hours. The first-aid policy provides well for emergencies. Appropriate numbers of staff are qualified in first aid. Due care is taken to ensure the health and safety of those with special physical or learning needs.
- 4.19 Measures to prevent risks of fire and other hazards are very thorough and checks recorded efficiently. Regular drills are held and the outcomes analysed. Equipment is checked by outside consultants and appropriate actions taken. Assessments of risk are thorough. Health and safety measures are regularly monitored and reviewed.

4.(d) The quality of boarding

- 4.20 The quality of boarding is excellent.
- 4.21 The outcomes for boarders are excellent. The college works successfully in line with its aims to enable boarders to develop into well-rounded, compassionate individuals who are well equipped to take their place in society. Boarders are extremely respectful, confident, happy and friendly. They express high levels of satisfaction, demonstrating enthusiasm, and a love of boarding. Boarding houses have a family atmosphere and relationships are extremely warm and supportive throughout. Boarding staff know boarders very well and provide excellent care. Older boarders, the most senior of whom take on prefect roles and responsibilities, assist in the smooth running of houses and help to ensure that every boarder feels safe, secure and well looked after. Prefects are trained for their role and enjoy their responsibilities. The boarders' behaviour is impeccable overall. Boarders live in harmony and integrate extremely well, including those with EAL or SEND and those

from abroad. Age is no barrier to shared activities and experiences. Boarders develop strong friendships and quickly feel great loyalty to their house. Boarders have daily access to information about the wider world.

- 4.22 The quality of boarding provision and care is excellent. Boarders are exceptionally well cared for as individuals and kept safe at all times. Boarding staff are very accessible both day and night. They occupy suitable accommodation to which boarders are invited for social events. The rolling programme of refurbishment of the boarding houses indicates the governors' strong commitment to boarding, which remains at the heart of the college. A very wide range of activities is available to all and includes many house-based events. The balance and structure of evening prep and activities does not place unacceptable demands on the boarders, who confirm they have enough free time. The activities programme offers something for everyone, including opportunities for boarders to keep fit and healthy. Access is available to many quiet spaces if boarders want to be alone. Contacting parents is straightforward for boarders and most use their own mobile telephone. Overseas boarders are supported to maintain contact with home. Parents are encouraged to telephone if they have a query or want to speak to their child. The internet is used by pupils to contact friends and family, although this can be affected by inconsistent Wi-Fi coverage which the college is trying to improve. Valuables can be stored in lockable spaces in the bedrooms, or handed in to house staff. Early on in the term some bedrooms, corridors and common rooms were already personalised attractively by boarders.
- 4.23 Boarding houses are secure, clean and very well maintained. Bedrooms are appropriately furnished, comfortable, bright and adequately heated. Houses have very well equipped and comfortable games rooms, common rooms and kitchens. Showers and toilets are plentiful. The extremely efficient central college laundry enables washing to be done within twenty-four hours. Some houses have a domestic washing machine, at boarders' request. Dining takes place in a high quality, spacious, centralised dining hall, where a wide variety of nutritious, balanced, and wholesome food is available. Vegetarian options are available at all meals. Those with special dietary requirements are well catered for and menus are rotated every four weeks. There is always fresh fruit and water available at meals and in the houses. Food is sometimes prepared from locally sourced ingredients; it is well cooked and very attractively presented.
- 4.24 Highly effective arrangements exist to ensure the boarders' welfare, health and safety. Appropriate fire risk assessments and fire prevention arrangements are implemented; regular well-recorded fire drills take place during boarding hours. The boarders' medical care is excellent and any with medical, emotional, social or mental health difficulties very well supported by welfare staff. The medical centre houses a fully equipped surgery. All medical centre staff work extremely closely with designated safeguarding staff and house staff to ensure effective, high-quality communication about the boarders' health and wellbeing. Full, secure NHS records are kept for each boarder. Medication is correctly and appropriately stored and dispensed. Boarders can attend the medical centre without an appointment during surgery hours and there is medical cover at all rugby fixtures. The arrangements for self-medication are robust, and the confidentiality and rights of boarders are respected. Boarders are informed that confidentiality may not be maintained if there is a risk of harm or danger to an individual. Parental consents and appropriate risk assessments are in place. Induction programmes, designed around a framework common to all houses, ensure boarders integrate and feel settled quickly. All boarders know they have a wide range of adults to whom they can turn for help and

guidance. House noticeboards provide comprehensive information and contact details for sources of help, including an Independent Listener and all pertinent outside agencies, including Childline and the Office of the Children's Commissioner.

- 4.25 Boarding staff are easily contactable. There are very effective links between parents and house staff; email is used frequently, to excellent effect. The college has established strong links with the local safeguarding board and staff training is up-to-date. Excellent communication underpins the safety and welfare of boarders. Due diligence is employed when recruiting suitable staff. Appropriate checks and agreements are in place for all adults over 16 who live in boarding houses but are not employed by the college. The excellent anti-bullying policy assists the college in fulfilling its aim that boarders respect one another, and are helpful and tolerant. In interviews, pupils confirm that there are very few instances of bullying and should any occur they are dealt with effectively. There are effective procedures in place for signing in and out, which ensure good awareness of boarders' whereabouts. There is a comprehensive missing child policy, well understood by staff.
- 4.26 The effectiveness of the leadership and management of boarding is excellent. Senior leaders work effectively together with house and welfare staff to direct, monitor and develop boarding provision and practice. Boarding staff are well experienced and engage in appropriate school-based and off-site training opportunities. Duties and responsibilities are carried out conscientiously. Annual reports and continual review through regular meetings and frequent dialogue facilitate reflection and planning. There are clear goals for development, including the appointment of day matrons to all houses. Information is very effectively shared about boarders' welfare and their academic progress electronically. The boarders' views are sought informally through the strong relationships between staff and boarders as well as through channels such as the food committee. In their responses to the questionnaires an overwhelming majority of parents and boarders expressed strong satisfaction with the boarding experience.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance shows strong commitment to the college's aims and promotes these highly effectively. It supports the college's traditions and envisages initiatives to complement these. The governing body includes a good range of experience and the effective operation of a well-designed committee structure ensures effective monitoring of all areas of college life. Governors are well informed through regular discussion with senior staff and frequent visits to the college. Presentations from a range of staff at governors' meetings include detailed analysis of records kept of pastoral concerns, including bullying and serious sanctions, which governors use to monitor provision for the pupils' welfare closely. They analyse the quality and standards of education provided carefully, offering robust challenge. Their actions support the pupils' excellent personal development and achievement. All have received safeguarding training and many undertake other training.
- 5.3 Financial systems are clearly defined and ensure ample provision of human and material resources to meet the college's needs. Governors work with senior staff in strategic planning to support future building development and continual renovation, including of boarding houses.
- 5.4 Governors provide strong oversight of those areas where they have legal responsibilities. They review welfare and health and safety arrangements regularly, including an audit of staff recruitment checks by a governor linked to safeguarding. Minutes record effective discussion of the college safeguarding policy and procedures in a suitable annual review.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Senior leadership is characterised by a secure knowledge of the college's strengths and areas for development, highly effective delegation, and a focus on promoting and celebrating the pupils' academic and personal development in a holistic way. This frequently ensures excellence and the fruition of the school's aims. The distinctive character of the lower school is maintained with care, and pupils are prepared well for a smooth transition into Year 9 and its stimulating challenges, including for those who board. Since the previous inspection, significant progress has been made through initiatives to develop the pupils' learning skills and provide related staff training. This has improved much teaching and learning, although some inconsistent application of these initiatives remains. Highly effective revisions to structures for pastoral care, welfare, and associated medical and counselling provision, have resulted in development of the tutor system, and increased monitoring of provision for the pupils' welfare, including attendance records, rewards and sanctions systems, and bullying logs. These have consolidated the pupils' excellent levels of personal development. Monitoring at middle management level includes strong pastoral oversight by housemasters and mistresses and increased

- effectiveness of heads of department, although monitoring of teaching does not yet ensure consistency in marking or capitalise fully upon the pupils' learning skills.
- 5.7 Strategic planning is good, mindful of the strengths of the college's traditions and ethos but also forward-looking. Policy-making is careful and well focused, particularly in areas concerning safeguarding, welfare, health and safety, and is implemented successfully. Effective budgeting ensures that all areas of school life are provided with plentiful human and material resources. The ongoing refurbishment programme required by the college's distinctive buildings is carried out methodically, enhanced by new developments which support the pupils' learning and boarders' accommodation very successfully.
- 5.8 The school appoints staff of good quality, both teaching and non-teaching. The college has recently introduced an ambitious and wide-ranging professional development programme, focusing on every teacher's academic, pastoral and leadership roles. Responses from pupils, parents and colleagues are used to identify both individual and whole college training needs, and to set individual and communal targets. All teaching staff are expected to participate in the current programme of in-house twilight professional development sessions, as well as keep a learning journal. Support is also given to those wishing to undertake further professional academic or pastoral qualifications. The college has made extremely effective use of ICT to create this comprehensive programme and it is subject to constant review and refinement. Checking procedures to ensure the suitability of staff, volunteers and governors to work with children are highly systematic and secure. All staff are well trained in their responsibilities in safeguarding, welfare, health and safety.
- 5.9 The many non-teaching staff required to maintain the premises and support teaching and learning demonstrate high levels of commitment and take pride in successfully supporting the college's work.
- 5.10 The quality of links with parents, carers and guardians is excellent. In their responses to the pre-inspection questionnaire, parents expressed a very high level of satisfaction with the college's provision for their children's education and care. A few parents expressed dissatisfaction with the college's handling of their concerns. Inspection evidence, including the scrutiny of written responses and logs of emails and telephone calls, shows that parents' informal concerns are answered promptly and fully. Many parents appreciate the accessibility of teachers whether in person, by telephone or email. An appropriate complaints procedure is maintained and correctly implemented when necessary.
- 5.11 The college welcomes and supports parental involvement and values the hard work and dedication of the Haileybury Parents' Association (HPA). Parents have good opportunities to be actively involved in the work of the college, for example, running the second-hand uniform shop and through membership of the choral society. A parent representative from each house sits on the HPA committee and they arrange social functions and fund-raising activities. These include a college ball, and house socials such as a quiz night and a curry supper. These parent representatives act as a link for parents of all pupils in the house.
- 5.12 The required information about the college is provided to parents of current and prospective pupils. Other extensive information is available through the prospectus, a detailed information booklet for new parents, and an up-to-date website which regularly highlights news and events. A termly newsletter "Hearts and Wings"

reports stories of particular note and the Haileyburian magazine summarises the college year. Mid and end-of-term letters to parents review the events of the term and look forward to those of the next. Use of social media encourages further parental involvement. Parents of new pupils are invited to a welcome day in June for the following academic year, to an induction day and a chapel service in September.

- 5.13 Half-termly progress reports and end of term reports are provided for parents through the parent portal website. This also enables access to their child's timetable, teaching groups and examination information. Reports are clear, detailed and well focused. In order to allow more parents to attend parent-teacher meetings, some now take place on Saturday mornings and a number of option evenings are offered to parents and pupils to explain future academic choices. A series of academic forums has enabled parents to learn about and offer feedback on academic initiatives such as the 'Haileybury Habits'. Parents contribute to a number of lunchtime lectures on careers, offering insights and advice to older pupils. Parents of boarders are invited to take part in online surveys that contribute to the review of housemasters and mistresses.

What the school should do to improve is given at the beginning of the report in section 2.