



INDEPENDENT SCHOOLS INSPECTORATE

HURSTPIERPOINT COLLEGE

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Hurstpierpoint College

Full Name of School	Hurstpierpoint College		
DfE Number	938/6206		
Registered Charity Number	1076498		
Address	Hurstpierpoint College College Lane Hurstpierpoint Hassocks West Sussex BN6 9JS		
Telephone Number	01273 833636		
Fax Number	01273 835257		
Email Address	info@hppc.co.uk		
Head	Mr Tim Manly		
Chair of Governors	Rear Admiral Simon Moore		
Age Range	4 to 18		
Total Number of Pupils	1046		
Gender of Pupils	Mixed (591 boys; 455 girls)		
Numbers by Age	3-5 (EYFS):	15	5-13: 326
	13-18:	705	
Number of Day Pupils	Total:	657	
Number of Boarders	Total:	389	
	Full:	19	Weekly: 103 Flexi: 267
Inspection dates	12 Feb 2013 to 14 Feb 2013		

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

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. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in June 2009 and can be found at www.ofsted.gov.uk.

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 judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors.

Mrs Gwen Caddock

Miss Sue Duff

Mr Rupert Blencowe

Reporting Inspector

Team Inspector for Boarding (House Mistress,
HMC school)

Team Inspector for Boarding (Head of Boarding,
IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hurstpierpoint College was founded in Shoreham by Nathaniel Woodard in 1849 as an all-boys senior school, and in 1852 moved to the current rural location eight miles north of Brighton. The school is now fully co-educational for pupils aged 4 to 18. The pre-preparatory and preparatory departments are day schools, and there is both day and boarding provision in the senior school. There are seven boarding houses, three each for boys and girls, and one mixed house for upper-sixth formers. Arrangements for boarding include regular flexi- and weekly boarding for all ages in the senior school as well as full-boarding in the sixth form. Boarding in the prep school closed following a decision of the governing body taken in November 2012.
- 1.2 The overarching aim of the school within its Christian ethos is to provide an excellent, all-round education with a strong academic core for every pupil, ensuring that all pupils realise their academic potential and develop into independent individuals with a good understanding of their place in the world. As a Woodard school, it is founded on the practice and teaching of the Church of England and seeks to interpret this in its warmth, respect for the individual, and inclusive community spirit with the Chapel at the heart of the life of the school. The school aims to place great value on engagement with, and the enjoyment of the intellectual, creative, extra curricular, social and spiritual life of the school. It is a charitable trust administered by a governing body of 15 members, including a representative of the Woodard Corporation, the parent charity.
- 1.3 The school has 1046 pupils on roll: of these 341 attend the pre-prep and preparatory schools and 705 pupils aged between 13 and 18 attend the senior school. In total 389 pupils board with 19 sixth formers who are full boarders, 103 weekly boarders and 267 pupils who flexi-board for three nights each week.
- 1.4 The school has identified 19 pupils as having English as an additional language (EAL) and of these 18 receive specialist language support.
- 1.5 Pupils come from a wide range of backgrounds, and the majority live locally though some are from further afield towns, including London. A small number, mainly full boarders, are overseas pupils who come from a range of different countries, with the largest number from Germany.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the senior school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

Senior School

School	NC name
Shell	Year 9
Remove	Year 10
Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Ensure that the current informal assessments to allow pupils to self-medicate are recorded formally as written risk assessments.
2. Ensure that all pupils are provided with secure storage for their valuables.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in June 2009. Three recommendations were made relating to medical procedures. These recommendations have been met.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care.

- 3.1 The school meets all of the NMS under this section.
- 3.2 A comprehensive induction process for new boarders includes house booklets and a two-day stay prior to joining. Boarders reported a range of staff they can turn to for help. Contact details for the counsellor, Children's Rights Director and other helplines are displayed in all houses. [NMS 2]
- 3.3 The required medical policies and protocols are in place. First aiders are appropriately trained. Accommodation is provided in the medical centre during the day and occasionally overnight. Boarders have access to local medical specialists and are encouraged to arrange appointments in the holidays. Prescription medicine is only given to the named boarder. Informal assessments are used to determine whether a boarder may self-medicate, although no formal risk assessment is recorded. The confidentiality and rights of boarders as patients are respected. [NMS 3]
- 3.4 Boarders contact their parents using their mobile phones, computers and house payphones. The school carefully monitors the safety of electronic communication. Boarders are trained in cyber safety. [NMS 4]
- 3.5 Accommodation is suitably furnished and a refurbishment programme is underway. Boarders study either in their rooms or in specialist rooms. Washrooms provide appropriate privacy and are well placed within houses. Boarders enjoy personalising their rooms and they say their privacy is respected, accommodation is for their use only and that appropriate security measures are not intrusive. [NMS 5]
- 3.6 Nutritious meals are provided and special dietary needs catered for. Comment cards are available and responses are published. In responses to the pre-inspection questionnaire a significant minority of boarders expressed concern over the quality of their meals. Menus show that meals are varied; at interview pupils said that the food was generally good and during the inspection the inspectors confirmed this view. Hygiene standards are good and a recent environmental health report is being addressed in an action plan. Boarders can also make toast and hot drinks in house kitchens, where drinking water is available. [NMS 8]
- 3.7 Laundry is carried out centrally and returned efficiently, and there are washing machines in boarding houses for occasional use. The school shop stocks uniform, tuck, stationery and personal items. Boarders say that their possessions are safe although not all boarders have the keys for their cupboards; they also state that house staff would look after valuables if necessary. [NMS 9]
- 3.8 Boarders have an appropriate choice of activities outside teaching time but many appreciate time to relax after a busy day. The boarders enjoy a range of places where they can relax or be on their own. The chapel is recognised by them as the heart of the school and somewhere they can always go. No onerous demands are made on boarders. Pupils have access to information about the wider world; there are newspapers available in boarding houses and the library, whilst news headlines are shown on display screens. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.

- 3.10 The school maintains comprehensive health and safety policies and protocols, which have regard to official guidance, to ensure the safety of boarders in all areas of the school. Other than in relation to the recording of medication risks noted earlier, regular risk assessments are carried out, recorded and monitored in all areas. [NMS 6]
- 3.11 Arrangements are in place to minimise the risk of fire. Inspection, maintenance and testing of equipment are meticulously carried out and recorded. Regular fire drills are fully recorded, including those taking place in boarding time. [NMS 7]
- 3.12 Senior staff responsible for safeguarding have appropriate training and experience. All staff have received safeguarding training at the required level and intervals, including thorough induction for new staff. The school has established links with the Local Authority Designated Officer (LADO) to ensure that boarders are safeguarded. The governor with responsibility for safeguarding works with the team to produce the required review and safeguarding report which is presented to and discussed by the full governing body. Policies and procedures in line with locally agreed arrangements are implemented by the boarding staff to ensure effective care for the boarders. [NMS 11]
- 3.13 The school has appropriate policies to promote good behaviour, setting out clear rules, sanctions and rewards. In the questionnaire responses pupils indicated that they did not think all staff were consistently fair in the use of these. However, inspection evidence did not support this view. The school recording system is regularly monitored and there is no evidence of unfairness. Minor house sanctions are recorded in logs books, serious infringements are recorded centrally. Boarders say that friendships within their houses are a key factor in their enjoyment of school and that staff care effectively for them. Boarders say, both at interview and in questionnaire responses, that they feel safe at school and that very rare instances of bullying are dealt with effectively. [NMS 12]
- 3.14 Suitable procedures are in place to ensure the safe employment of staff. All necessary screening is undertaken and fully recorded in the central register of appointments. Occupancy contracts have been signed by all those living at but not employed by the school, and where relevant, criminal record checks are carried out. Comprehensive arrangements are in place to supervise contractors working on site and visitors to the boarding houses. Responses to the parental questionnaire showed high levels of satisfaction with the care of the boarders. The school does not appoint guardians for boarders. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 The school publishes a clear statement of boarding aims and principles that is known to parents, staff and boarders and is seen to be put into practice. [NMS 1]
- 3.17 The structure of the management of the boarding team is clear and self-evaluation through the performance review system highlights areas for development. Tutors provide effective links between the boarding and academic areas of the school. Boarding staff are suitably experienced and attend appropriate in-house and external training. All required records are fully maintained. [NMS 13]
- 3.18 Boarding staff have clear job descriptions and receive comprehensive induction. The role of spouses and partners not employed by the school who live on site is clearly set out in the occupancy contract. An appropriate number of trained and

experienced staff are on duty in the houses. Staff know the whereabouts of boarders through clear booking out procedures and can contact boarders on their mobile phones. The policy for a missing child is understood by the staff. At least one member of staff sleeps in each boarding house each night and boarders know how to make contact with them. Staff are provided with suitable separate accommodation and clear rules are laid down about boarders' access to staff areas. [NMS 15]

- 3.19 Boarders do not experience discrimination and receive sensitive care specific to their needs including those with EAL or other educational needs. Boarders say that their school is a tolerant and harmonious community. [NMS 16]
- 3.20 In the pre-inspection questionnaire, a significant minority of pupils felt that their views were not taken into account. Inspectors do not agree with this view. Boarders can voice their views in many ways, through the school council, food committee and prefects meetings and are able to make changes. [NMS 17]
- 3.21 The school has an appropriate complaints policy and procedure and records show that this is properly implemented. [NMS 18]
- 3.22 Elected school and house prefects receive induction and continuing support. The boarders chosen as mentors, known as School Guardians, are well-known in their houses and play an important part in the lives of the boarders. Prefects can give sanctions through a member of staff. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20 not applicable]