



INDEPENDENT SCHOOLS INSPECTORATE

HALL GROVE SCHOOL

BOARDING WELFARE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Hall Grove School
DfE Number	936/6444
Address	Hall Grove School London Road Bagshot Surrey GU19 5HZ
Telephone Number	01276 473059
Fax Number	01276 452003
Email Address	office@hallgrove.co.uk
Head	Mr Alastair Graham
Proprietors	Mr and Mrs Alastair Graham
Age Range	4 to 13
Total Number of Pupils	360
Gender of Pupils	Mixed (250 boys; 110 girls)
Numbers by Age	4-5 (EYFS): 35 5-11: 264 11-18: 61
Number of Day Pupils	Total: 360
Number of Flexi-boarding Places	Total: 10
EYFS Gender	Mixed
Inspection dates	29 May 2012 to 31 May 2012

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. 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 December 2008 and can be found at www.ofsted.gov.uk under Children's social care/Boarding School.

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.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period and examined the records of registration sessions. Inspectors visited the boarding accommodation 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

Mr Jeremy Banks

Reporting Inspector

Team Inspector for Boarding (Deputy Head, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The school was founded in 1956 as a co-educational, day preparatory school for pupils aged 4 to 13. The founders were the parents of the current headmaster who took over responsibility for the school in 1981. Flexible boarding was introduced in 1995. The school aims to provide a nurturing environment, with excellent teaching within a broad curriculum, which encourages academic, cultural and sporting excellence for all its pupils. The family atmosphere and strong sense of community aim to develop respect for high standards and traditional values. Pupils are encouraged to develop leadership skills, to contribute to the life of the school and the local community, and to have a sense of fun and adventure.
- 1.2 The school occupies a country house and 40 acre estate on the outskirts of Bagshot. Facilities include an equestrian centre, golf course, hard sports pitches, and the most recent development has provided a new senior library and class rooms. The school is a limited company owned by the head and his wife, who have the responsibilities of governance. There is no governing body, and key consultants are retained to advise on a range of educational and business matters.
- 1.3 The school has 360 pupils, of whom 35 aged 4 to 5 attend the Early Years Foundation Stage (EYFS) which is included in the pre-prep department for pupils from Reception to Year 2. The Middle School comprises pupils from Years 3 to 5, and Upper School pupils in Years 6 to 8. The school offers flexible arrangements for boarding, and many of the older pupils have experienced a stay in school. Twenty-three pupils have been identified as having special needs and/or disabilities (SEND), and of these eleven receive specialist support. Pupils are drawn from the local area, with a representative social and cultural mix of backgrounds from predominantly professional and business families. Four pupils have English as an additional language (EAL) and receive some support from the school for their English. Pupils from overseas are assessed on arrival and provision is made as needed. .
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

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

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. To record fire drills in a separate log which identifies drills which are held during the school day, and those held in boarding time, with full details.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in December 2008. No recommendations were made.

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 The induction of pupils who are boarding for their first night includes a detailed tour of the boarding area with a full introduction to the routines and procedures for an overnight stay. Each boarder has a choice of staff to whom they can turn when they stay at school. Phone numbers are prominently displayed which include the school nurses, who take the responsibility of the independent listener, and other helplines, including the Children's Rights Director. [NMS 2]
- 3.3 All the required policies and procedures are in place for the care of boarders who are unwell. Boarding staff and the school nurses are appropriately trained in first aid, in the care of pupils with chronic conditions and disabilities, in emergency procedures and in the use of household remedies. Suitable accommodation is available for boarders who are unwell. It is adequately supervised and provides separate space for boys and girls when needed. As boarders stay at school only occasionally, medical and other care is arranged by parents. A local GP is available if needed. Prescribed medicines are only given to the named pupil. Pupils are carefully assessed for their ability to use inhalers and then considered to be competent to use them as they need. The rights of the boarders are respected. [NMS 3]
- 3.4 Pupils on an overnight stay at school are able to use a private telephone to contact parents or carers. [NMS 4]
- 3.5 The comfortable boarding accommodation complies with the regulations, and toilet and washing facilities give appropriate privacy. Pupils say they greatly enjoy their experience of boarding and have suitable provision for study when it is needed. The boarding accommodation is reserved for the exclusive use of the pupils staying in school. The outside lettings arrangements for school facilities include suitable safeguards and do not allow any inappropriate access to pupils. Security arrangements do not intrude on the privacy of pupils. [NMS 5]
- 3.6 Meals are varied and nutritious. The menus are carefully planned to take account of any specific dietary requirements. Pupils in interviews say that they enjoy their meals at school. The kitchen meets hygiene standards. Drinking water is available at all times and the boarders appreciate their snacks at bedtime. [NMS 8]
- 3.7 Arrangements are made for cleaning the Boarders' laundry. As they stay for the occasional night, stationery and personal items are provided by families, and boarders only bring to school what they need for their short stay. No valuables come to school. Any pocket money is kept securely by staff. [NMS 9]
- 3.8 Pupils who stay the night have opportunities to join school activities, and the evening arrangements are settled in discussion at supper time. They are able to use the facilities of the school, which include, in summer, the swimming pool, and all the outdoor areas, woodland and gardens. Pupils say that they greatly enjoy games such as 'spotlight' outside in the evenings. They have access to daily papers and television programmes appropriate to their age. Parents value the experience of boarding for their children. [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 has comprehensive policies and procedures in place to ensure the welfare, health and safety of boarders in all areas of the school. Comprehensive risk assessments are in place and all arrangements are carefully recorded and monitored. [NMS 6]
- 3.11 The school meets the requirements of the Regulatory Reform (Fire Safety) Order 2008 and all the requirements set out in the regulations relating to school premises. The school carries out appropriate fire drills, including those in boarding time; however the drills are not separately recorded in a fire log document. .[NMS 7]
- 3.12 Policies and arrangements which fully meet the legal requirements are in place to ensure the safeguarding and welfare of pupils, and they are in line with locally agreed arrangements. All staff have received safeguarding training at the appropriate levels, and the required updates have taken place. Staff at all levels understand their responsibilities and the procedures in place. The required safeguarding report and review is undertaken by the senior team and minuted in a full meeting of the school team with the head. [NMS 11]
- 3.13 The school has implemented effective policies to promote good behaviour and to combat bullying which are clearly understood by both staff and pupils, and meet all the requirements. [NMS 12]
- 3.14 The school fully meets the requirements to carry out safe employment procedures including all vetting checks; the central register of employment is properly maintained. Only members of staff and their families live on site and appropriate checks and controls are in place. Effective procedures are in place when outside contractors or visitors are on site. [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 A clear statement of the school's boarding principles and practice is available to parents, staff and pupils and is seen to work in practice. [NMS 1]
- 3.17 The structure of the management and leadership of boarding is clear, resulting in a caring environment that meets the needs of each individual boarder. The links between the academic, pastoral, medical and residential staff are clearly defined, and rigorously support each pupil on the occasions they board. The records required for NMS are maintained. [NMS 13]
- 3.18 Suitable qualifications and job descriptions are held by boarding staff and they have also undergone induction training. Working practices have been reviewed, ensuring adequate supervision, and opportunities for training are in place. Boarders know who is responsible for them at any time and how to make contact with that member of staff at night. Staff know the whereabouts of the boarders at all times. The school has a written policy in relation to pupils going missing, which is well known to staff, but the school has not had reason to use it to date. Two members of staff sleep in the boarding house and there is no inappropriate favouritism or one-to-one contact. [NMS 15]

- 3.19 The boarders feel secure and confident in their environment. Parents say that they feel their children are safe when they stay at school. There is no inappropriate discrimination and the school ensures equality of opportunity for all the boarders. [NMS 16]
- 3.20 On each occasion a pupil boards, their views are sought at informal meetings held by the boarding staff. Boarders feel they are listened to and would be able to raise concerns in good faith. One boarder represents the boarders at the School Council. [NMS 17]
- 3.21 The complaints procedure is clear and available to all pupils, parents and staff. Complaints are carefully and effectively dealt with and recorded. [NMS 18]
- 3.22 There is no system of prefects with powers and duties which would impact on the life of the boarders. [NMS 19, not applicable]
- 3.23 The school does not arrange long stay lodgings for pupils. [NMS 20, not applicable]