



**ISI**

Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION**

**FOR SCHOOLS WITH RESIDENTIAL PROVISION**

**WESTBROOK HAY SCHOOL**

**JUNE 2017**



## School's details

<b>School</b>	Westbrook Hay School			
<b>DfE Number</b>	919/6021			
<b>Registered charity number</b>	292537			
<b>Address</b>	Westbrook Hay School London Road Hemel Hempstead Hertfordshire HP1 2RF			
<b>Telephone number</b>	01442 256143			
<b>Email address</b>	westbrookhay@westbrookhay.co.uk			
<b>Headteacher</b>	Mr Keith Young			
<b>Chair of governors</b>	Mr Andrew Newland			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	329			
	<b>Boys</b>	212	<b>Girls</b>	117
	<b>Day pupils</b>	329	<b>Boarding capacity</b>	10
	<b>Lower School including EYFS</b>	95	<b>EYFS</b>	59
	<b>Middle School</b>	118	<b>Upper School</b>	116
<b>Pupils' ability</b>	Nationally standardised test data provided by the school indicate that the ability of the pupils is above average.			
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 26. They require support with literacy and numeracy. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Three pupils have English as an additional language (EAL) and are assisted with the acquisition of sufficient language skills for them to access the curriculum.			

<b>History of the school</b>	The school was founded in 1892 as a proprietary boarding school for boys and moved to its current rural site in 1963, becoming a charitable trust administered by a board of governors in 1983. The school occupies a neo-Georgian mansion which has been adapted to school use with a number of modern buildings, including purpose-built facilities for middle and lower schools.
<b>Ownership and governing structure</b>	The school is a charitable trust administered by a board of governors.
<b>School structure</b>	The school is organised in three sections; lower school provides for pupils in the EYFS and Year 1; middle school provides for pupils in Years 2 to 4 and Upper School provides for those in Years 5 to 8. The school is co-educational until Year 6, with boys only in Years 7 and 8.
<b>Other useful information</b>	Occasional boarding is offered to give older pupils the experience of boarding life. The school provides a residential stay over two nights for Years 5 to 8. Girls and boys stay on separate nights. There are up to 12 nights per term when pupils are in school overnight, with a maximum of 10 boarders per night.
<b>Inspection dates</b>	21 to 22 June 2017

## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (‘boarding NMS’). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## SUMMARY EVALUATION

**The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, relevant requirements of the statutory framework for the Early Years Foundation Stage and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### PART 1

#### Quality of education provided

The school uses its own framework to determine attainment, instead of the national framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

**The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3

#### Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Residential staff are appropriately trained and deployed.

Recruitment checks on staff against the children's barred list and for prohibitions from teaching, required as part of having regard to *Keeping Children Safe in Education*, are not always carried out before staff commence employment at the school, including on those staff who care for, train, supervise or are in charge of boarders.

The standards relating to welfare, health and safety in paragraphs 6, 9–16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraphs 7.(a) and (b), 8.(a) and (b), and NMS 11.1, [safeguarding] are not met.

### Action point 1

- The school must ensure that all recruitment checks are completed before staff, including those who care for, train, supervise or are in charge of pupils staying overnight, commence employment at the school [paragraphs 7.(a) and (b), 8.(a) and (b) and NMS 11.1].

## PART 4

### Suitability of staff, supply staff, and proprietors

Visitors to boarding accommodation are appropriately supervised. The school does not make arrangements for guardianship.

Recruitment checks have not been recorded correctly on the central register of appointments.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18.(2) (f); 21.(3)(a)(i-viii) and (b); NMS 14.1 are not met.

### Action point 2

- Ensure that all the required recruitment checks on staff, including those who care for, train, supervise or are in charge of boarders, are correctly recorded [paragraph 21(3)(a)(i-viii) and (b), and for the same reason paragraph 18.(2)(f) and NMS 14.1].

## PART 5

### Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

Residential accommodation is not adequate for the needs of all boarders. Some boarding accommodation is overcrowded and not all beds are suitable.

The standards relating to the premises and accommodation in paragraph 22–29 and NMS 5.2, 5.4 - 5.8 are met but those in paragraph 30 and NMS 5.1 and 5.3 [boarding accommodation] are not met.

### Action point 3

- the school must improve the standard of the boarding accommodation [NMS 5.1 and 5.5].

## PART 6

### Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and

safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

**The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS1] are met.**

## **PART 7**

### **Manner in which complaints are handled**

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

**The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8**

### **Quality of leadership in and management of schools**

**The standards relating to leadership and management of the school in paragraph 34 (1)(a) and (b) and NMS 13.1, 13.3, 13.4 and 13.8 are not met.**

The proprietors have not discharged their responsibilities over time to ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge and fulfil their responsibilities effectively.

Staff recruitment checks are not undertaken in a timely manner, and not all required records are maintained and monitored by the school, notably the single central record of staff recruitment and records of boarding staff training.

#### **Action point 4**

- **the proprietors must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are met consistently [paragraph 34.(1)(a) and (b), and NMS 13.1, 13.3, 13.4 and 13.8].**

## ABOUT THE INSPECTION

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

### Inspectors

Mrs Serena Alexander

Reporting inspector

Mr Tim Lewis

Compliance team inspector (Head of upper school, IAPS school)

Mrs Sally Cunliffe

Team inspector for boarding (Former senior housemistress, HMC school)