



INDEPENDENT SCHOOLS INSPECTORATE

HAILEYBURY AND IMPERIAL SERVICE COLLEGE

INTERIM INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Haileybury and Imperial Service College

Full Name of School	Haileybury and Imperial Service College
DCSF Number	919/6015
Registered Charity Number	310013
Address	Haileybury and Imperial Service College Hertford Hertfordshire SG13 7NU
Telephone Number	01992 706200
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Email Address	j.davies@haileybury.com
Master	Mr J S Davies
Chair of Governors	Mr M Gatenby
Age Range	11 to 18
Total Number of Pupils	752
Gender of Pupils	Mixed (456 boys; 296 girls)
Number of Day Pupils	248
Number of Boarders	504 (all full boarders)
Inspection Dates	01 Dec 2009 to 02 Dec 2009

PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule* for INTERIM inspections. The inspection is a two day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in January 2006.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

A specific inspection of boarding was not carried out and the report does not contain judgements on the National Minimum Standards for Boarding Schools. Any comments on boarding arising from this inspection are in the context of the school as a whole. The existing report on boarding was produced by the Commission for Social Care Inspection (CSCI) and can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

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

School	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

- 1.2 Haileybury was established as a school in 1862 in buildings which had housed the training college of the East India Company. Incorporated by Royal Charter, the school is in practice governed by a council of 20 members. It is a Christian foundation with an Anglican chaplain and the diocesan bishop as its president. Its aims are to provide a spiritual, ethical and intellectual framework for all its pupils, to nourish respect and a habit of service to others, and to foster excellence in scholarship and academic studies. In 1942 the school amalgamated with the Imperial Service College. It has welcomed girls since 1973.
- 1.3 The school occupies buildings of substantial size on extensive grounds in rural Hertfordshire. It has currently 752 pupils, 456 boys and 296 girls. Of these 504 are boarders and 248 day pupils. Pupils in Years 7 and 8, who number 71 boys and 39 girls, study in the Lower School, adjacent to the senior school.
- 1.4 Haileybury is an academic school, with an academic curriculum that includes the International Baccalaureate (IB) as well as the General Certificate in Secondary Education (GCSE) and Advanced Level (A level) courses and examinations. Pupils applying to enter the Lower School sit the school's own examinations in English, Mathematics and Verbal Reasoning, whilst those who enter the school at 13 sit either the national Common Entrance or Scholarship Examinations or the school's own qualifying tests for day-pupils. Entry to the sixth form is by the school's entrance examinations, confirmed by performance in the GCSE examinations.
- 1.5 Standardised national assessment shows that the average ability of pupils is above the national average of pupils in all maintained secondary schools. If pupils achieve in line with their abilities, their results in GCSE examinations should be above the national average of all maintained schools. Some pupils leave the school after GCSE and others join. Standardised tests indicate that the average ability in the sixth form continues to be above the national average of pupils embarking on A-level studies in England. If pupils achieve in line with their abilities, their results at A level should again be above the national average of all maintained schools.
- 1.6 One pupil in the school has a statement of special educational need (SEN), provided by a local authority. The school identifies a further 85 pupils as having a learning difficulty or disability (LDD), mostly associated with dyslexia, of whom 55 receive specialist support within the school. 133 pupils have English as an additional language. (EAL). Of these, 24 receive support within the school.

2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 An aim of the school is to foster excellence in academic scholarship and academic studies. The school achieves this well. The curriculum is wide and it is challenging. The pupils are keen to learn and they achieve high standards. Standardised measures show that pupils' progress to GCSE, and from GCSE to A level, is good and achievement is high. Pupils' achievement at GCSE over the past three years has been well above the average in state maintained schools, and in line with maintained selective schools. Nearly 60 per cent of GCSE grades have been A* or A. Progress to Sixth Form continues good and achievement high. The school achieves well above the maintained school average and it is again in line with the average in maintained selective schools. Taking A Levels and using the IB diploma equivalent, 80% of grades are in the A-B range: this is fine achievement indeed.
- 2.2 Activities and clubs are widespread. Music, the choir and drama are strong. Engagement in the National Youth Orchestra is regular. Girls' hockey and netball, as well as boys' rugby, cricket and sailing, are to a high standard and include international school representation. The Combined Cadet Force is active and the Duke of Edinburgh's award scheme is flourishing to the highest levels. Careers advice and guidance in the school is presently limited to formal processes rather than adventurous challenge and exposure.
- 2.3 Teaching throughout the school is good; often it is outstanding. Teachers are knowledgeable and committed. In the best lessons each pupil is challenged to think for himself or herself and to contribute confidently and vigorously to lessons. Written work is generally good and plentiful, although some is routine. Information and communication technology (ICT) is used well, and the library is an excellent resource with much to attract reading and enquiry. Pupils use it extensively. The school uses its assessment data successfully to set individual targets and to monitor and extend pupils' learning. All pupils, including those with LDD or EAL, are enabled to make good progress and to enjoy their success in learning.
- 2.4 Almost all pupils who responded to the confidential pre-inspection questionnaire expressed themselves interested in their studies, pleased with their learning and appreciative of the guidance and support given to them by their teachers. They also felt encouraged to think for themselves and to work independently.

The quality of the pupils' personal development

- 2.5 The quality of the pupils' spiritual, moral, social and cultural development is outstanding. They are happy, confident, friendly and tolerant young people. They enjoy the measure of independence and responsibility given to them and they use this well. The school chapel is at the heart of the school and assemblies held there, and in the lower school, are focussed, clear and received well. Pupils listen carefully and they speak confidently about their beliefs. A peer-support programme, organised by the chaplain, gives responsibility and reassurance in equal measure. The personal, health and social education programme for Years 7 to 11 is comprehensive and valued by the pupils. Cultural pursuits in music, drama and choral performance are to a high standard and shared by many. Pupils feel that

they have a significant share in their school by engagement in the school senate, the food committee and the Lower School parliament. Links with nearby state schools and a partnership with a school in Kazakhstan significantly broaden pupils' understanding and care. The range of nationalities and cultures within the school further facilitates the understanding of difference significantly.

- 2.6 The quality of pastoral care is outstanding, based on a strong house system that links teachers, support staff and pupils across academic years in shared living. The house staff know their members well and deal with concerns quickly and effectively. The pupils recognise that bullying is wrong and that it is dealt with promptly and justly. Communication throughout the school is excellent and both pupils and staff feel listened to and well supported by their senior leaders and the master.
- 2.7 The school's arrangements for the welfare, health and safety of all its pupils are exemplary. Policies are clear and comprehensive. Practice is careful and it is monitored securely by senior leaders in the school. Risk assessment, including those for school trips and visits and for protection from fire, are thorough and comprehensive. Registration of attendance is careful and recognised by the pupils as a clear responsibility on their part. The quality of medical care in the school's own centre is outstanding and comprehensive. It is used well by all pupils and recognised by them as a centre for advice and help.
- 2.8 Boarding education is at the heart of the school and its provision is excellent. The house system is carefully managed so that all staff achieve the right balance of friendship and trust. Boarders and day pupils enjoy being at the school and they take ready advantage of the many excellent opportunities for study, sport and other activities. Personal fitness is encouraged by an excellent suite within the sports centre.
- 2.9 The quality of accommodation is good. Meals are to a high standard with a wide choice and a relaxed pleasure in sharing a meal. Healthy and regular eating is monitored securely.

The effectiveness of governance, leadership and management

- 2.10 The quality of governance, leadership and management is outstanding. It is carefully planned and directed, and it is shared. The governors are well aware of their responsibilities and they discharge these wholly effectively. They are also ambitious for the school and they plan with purpose and efficiency. They discharge well their statutory obligations and they monitor carefully the school's quality of care and the academic achievement of all the pupils. They are well known to the staff and they carry out regular visits to subject areas within the school. They are keen to know their school and to help it to succeed for all its members.
- 2.11 The Master provides strong and careful leadership, and he is very well supported by his hard-working and effective senior leadership team. This meets weekly and determines the school's programme as well as monitors carefully its current achievements and needs. It also meets regularly and formally with the pupil prefects. House masters and house mistresses are accomplished in their pastoral roles under the Second Master, and heads of academic departments are well supported by the Director of Studies. For both groups access to senior leaders is readily available, formally and informally. All feel engaged in the school and part of

its planning for the future. Staff training and staff appraisal are securely in place and effective.

- 2.12 The school's administration is directed well and comprehensively by the Bursar. Secretarial provision is outstanding. So too is maintenance of the school's grounds and buildings, their cleaning and regular improvement. The school has added tastefully and successfully to its art facilities, its sports hall, its modern foreign languages rooms, the medical centre and its technology building. The overall quality of the school's premises and accommodation is high, a successful blend of the traditional and the new, and directed carefully to the needs of the teachers and pupils. Conversion of shared accommodation in the boarding houses has been tastefully done, to the pleasure of its residents.
- 2.13 All statutory checks on governors and staff are carried out and the centralised register is well maintained. It is also readily accessible.
- 2.14 The school's links with parents are strong. Reports are written and sent home five times a year. These are detailed, helpful and comprehensive and show a good knowledge of the pupils. Formal parent evenings take place at least once a year for each year group in the school, and a Haileybury Parents Association is active and well supported. Parents in their responses to the pre-inspection questionnaire showed a high level of satisfaction with the quality of the school's provision and its support for their children's learning. They praised the school's facilities and the speed and quality of the school's response to their concerns. They appreciated the quality of pastoral care given to their children, the attitudes and values promoted by the school, the information given to parents and the school's handling of any questions or concerns. Email communication is common through the Internet Parent Portal. School and house social events are frequent. School publications are of a very high standard.
- 2.15 Parental concerns are dealt with promptly and effectively. Formal complaints are recorded carefully and they are met appropriately by correct process.

3. ACTION POINTS

(a) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

(b) Recommended action

- 3.2 The school is advised to continue and to increase its work to provide the highest quality of teaching and learning by observing and sharing its best practice within the school.

4. 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, 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 school.

Inspectors

Dr Anthony Dachs
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