



ISI Independent
Schools
Inspectorate

HURTWOOD HOUSE SCHOOL

**REGULATORY COMPLIANCE INSPECTION
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

10 TO 11 NOVEMBER 2015



School's Details

Full Name of School	Hurtwood House School
DfE Number	936/6564
Address	Holmbury St Mary Dorking, Surrey RH5 6NU
Telephone Number	01483 279000
Email Address	info@hurtwood
Heads	Mr Cosmo Jackson and Mr Richard Jackson
Proprietors	Mr Cosmo Jackson, Mrs Linda Jackson and Mr Richard Jackson
Age Range	15 to 19
Total Number of Pupils	344
Gender of Pupils	Mixed (123 boys; 221 girls)
Number of day pupils	Total: 54
Number of boarders	Total: 290 Full: 290
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 54. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. One hundred and forty-six pupils have English as an additional language (EAL) of whom one hundred and eight receive specialist help with English language skills.
History of the School	The school was founded in 1970, as a family owned and run co-educational sixth-form school. It is located close to Dorking where it occupies an Edwardian country house set in its own grounds.
Ownership and Governing Structure	The school is run by a limited liability partnership whose partners are the proprietors. Governance is exercised by the proprietors, two of whom are also members of the school's senior leadership and management teams.
School Structure	Almost all pupils are following A-level courses in Years 12 and 13.

School's Details

Inspection Dates

10 to 11 November 2016

Other Useful Information:

- i) Particular provision is made for the performing and creative arts.
 - ii) A small number of pupils from overseas take a foundation year in order to acquire GCSE and English language qualifications prior to embarking on A-level courses.
 - iii) The school is principally a boarding school with a minority of day pupils.
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About the Inspection

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). It comments on the progress made by the school in meeting the recommendations 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 meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2015. In order to meet all the standards, the school should take immediate action to remedy the deficiency as detailed below.

PART 1

Quality of education provided

In the sixth form, A-level results in the years 2012 to 2014 have been well above the national average for sixth formers in maintained schools and above average for maintained selective schools.

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 pupil 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 standards 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

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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. Boarders do not experience discrimination, and their care is sensitive to different needs.

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. Boarding staff are appropriately trained and deployed. [The school makes appropriate arrangements to provide long-term lodgings for some boarders].

The standards relating to welfare, health and safety [paragraphs 6 -16] , the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2-4, 6-12, 15 and 16 [and 20] are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. [For boarding schools] Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17-21] and NMS 14 are met.

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. Boarding accommodation is adequate for the needs of all boarders, and promotes their welfare.

The standards relating to the premises and accommodation in paragraphs 23, 24, 26 to 29 are met but those in paragraphs 25 and 30 and NMS 5.7 relating to the supervision of visitors to the boarding accommodation are not met .

Individual visitors to the boarding accommodation are expected to wait to be admitted before being escorted to the member of staff on duty who arranges for them to be supervised during their visit. This monitoring and supervision is not done appropriately in one of the houses.

Action point 1

- **the school must ensure that visitors' access to all boarding houses is suitably controlled, monitored and supervised [paragraphs 25 and 30, and NMS 5.7].**

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 [NMS 1] 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 proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored,

The standard relating to leadership and management of the school [Paragraph 34 and NMS 13] is met.

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 chairman of trustees. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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

Mr Rodney Fox

Mrs Alison Martin

Mrs Jo Duncan

Mr Michael Tonks

Reporting Inspector

Compliance Team Inspector (Bursar, HMC school)

Team Inspector for Boarding (Headmistress, GSA school)

Team Inspector for Boarding (Second Master, HMC school)