

Educational Quality Inspection Report  
For Schools with Residential Provision

Haileybury and Imperial Service College

October 2022

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## School's Details

School	Haileybury and Imperial Service College			
DfE number	919/6015			
Registered charity number	310013			
Address	Haileybury and Imperial Service College Hertford Hertfordshire SG13 7NU			
Telephone number	01992 706202			
Email address	reception@haileybury.com			
The Master	Mr Martin Collier			
Chair of governors	Mr Alan Pilgrim			
Age range	11 to 18			
Number of pupils on roll	902			
	Day pupils	326	Boarders	576
	Years 7 to 11	545	Sixth Form	357
Inspection dates	11 to 13 October 2022			

## 1. Background Information

### About the school

- 1.1 Haileybury and Imperial Service College is an independent co-educational boarding and day school. It was established as a school for male pupils in 1862 in buildings that had housed the training college of the East India Company. In 1942 the school amalgamated with Imperial Service College. It has educated female pupils since 1973 and is now fully co-educational. Incorporated by Royal Charter, it is a Christian foundation, with oversight provided by a governing council who are the charity trustees of the college, appointed by a wider group of governors. There are 12 senior houses for day and boarding pupils in Years 9 to 13 and two Lower School houses for Years 7 to 8. Since the previous inspection, the school has upgraded the majority of teaching spaces, refurbished four boarding houses and installed a new artificial grass pitch.

### What the school seeks to do

- 1.2 The school aims to provide a holistic education that balances academic achievement with the development of character, resilience and leadership. All of the pupils are encouraged to take full advantage of the wide range of co-curricular

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014,

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and no further action is required as a result of this inspection.

## PART 1 – Quality of education provided

## PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.

## PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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 safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 are met.

## PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum.

### 3. Educational Quality Inspection

#### Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
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

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

Pupils are highly reflective and collaborative learners.

Pupils relish challenge, take leadership in their learning and make the most of the many opportunities available to them to enrich their studies.

Pupils demonstrate a very high level of enthusiasm for their learning and for the achievements of themselves and others.

Pupils are outstanding communicators, and articulately discuss and express their ideas.

3.2 The quality of the pupils' personal development is excellent.

Pupils demonstrate an outstanding respect for each other and show very high levels of mutual support.

Pupils make informed and carefully considered judgements in all aspects of their lives.

Pupils demonstrate excellent self-knowledge and resilience.

Pupils demonstrate a very high level of openness to new ideas, new activities and different perspectives.

#### Recommendation

3.3 The school is advised to make the following improvements.



To further prepare pupils for their future studies and careers in a global and digital world by continuing to develop the school's initiatives in this area.

### The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils are academically curious and respond positively to challenge in their learning. Their research skills are sophisticated and provide an excellent preparation for their further studies and their careers. For example, pupils involved in the research project linked to Stanford University spoke passionately and with interest about their work sequencing the DNA of fruit flies. They highlighted the satisfaction from overcoming the challenges that can occur when undertaking such work. Pupils have well developed analytical and evaluative skills. This can be seen in their insightful questioning and their ability to develop a hypothesis and explore its validity. For example, in a Year 8 wellbeing lesson pupils considered what is meant by good friendship, and then discussed this definition to reflect on their original ideas. Pupils are able to draw on a range of sources to support their analysis and judgements, making use of the many academic resources provided by the school. The curriculum and teaching encourage pupils to explore their academic interests and pupils are regularly asked ~~asked~~ **asked** 5i

effective writing skills, underpinned by a strong understanding of techniques such as emotive writing and rhetorical devices. In a Year 10 design and technology lesson pupils showed excellent technological skills, producing a plan of an electronics circuit that they would eventually build. In Year 12 Spanish lesson pupils demonstrated impressive linguistic skills as they prepared a debate about whether or not the statue of Christopher Columbus should be removed from Mexico.

- 3.8 Pupils are highly articulate in discussion. They are accustomed to presentations and public speaking and enjoy discussions in lessons. Opportunities for pupils to develop their communication skills occur regularly across the curriculum as well as in co-curricular activities such as the very popular Model United Nations programme. Pupils speak confidently and well in lessons and in conversations with others. For example, in a Year 8 wellbeing lesson pupils made eloquent contributions to a discussion on the different factors which affect our diet. Pupils listen actively to the teacher and to each other in lessons and this enhances their learning considerably. Pupils' highly developed speaking and listening skills are promoted by teaching which focuses on oracy. Their reading and writing skills are well developed for their age as seen in work scrutiny.
- 3.9 All pupils are highly competent users of ICT. Electronic resources are frequently used by pupils to good effect in lessons. For example, in a Year 13 English lesson pupils shared their findings online whilst they were all working on a task together. In work scrutiny pupils were able to show their digital work across the curriculum. The use of ICT helps pupils to organise their notes and provides excellent support to their learning. It enables pupils to realise their ambitious aims. For example, pupils use CAD software to design an environmentally friendly race car.
- 3.10 Pupils make very good progress during their time at the school. There is no identifiable difference in the progress of different cohorts such as EAL or SEND. The attainment of pupils at GCSE, A level and IB DP in 2022 was strong. In 2022 nearly two-thirds of results at A level achieved a grade A\* or A. In 2021 in the centre-assessed assessments over two thirds of results achieved these grades. In 2020 in the teacher-assessed assessments nearly half of results were at this level. The attainment of pupils at the International Baccalaureate in 2022 was well above the global average with an average pupils' total score of over 38 points. This is in line with previous years. In 2022 well over three-quarters of GCSE and IGCSE results achieved the highest two grades, with similar results in the centre- and teacher-assessed assessments of the previous two years. This very high level of attainment is a consequence of pupils' excellent study skills and attitudes to learning. This is supported by a comprehensive tracking system which brings together academic and pastoral data to review each pupil's progress effectively and holistically. This enables teaching strategies to be used which are focused and appropriate for each pupil. The progress of all pupils is supported by well-planned teaching that supports pupils' high levels of learning. A very large majority of pupils in the pre-inspection questionnaires said that their teachers are supportive and that their teachers know how to help them to learn. Almost without exception pupils said in the questionnaires that their skills and

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent
- 3.14 The school aims to develop the character of its pupils and prepare them academically, spiritually, culturally and morally for the next phases of their lives. It does this extremely successfully. Pupils have a highly developed sense of respect for others, whoever they are and whoever they wish to be. The identity of each individual is accepted, with a strong sense of community within year groups, within the houses and within the school as a whole. Pupils actively promote this respect for each other. This can be seen in pupil led societies such as Pride Alliance and the Equality Diversity and Inclusion peer mentors. In the questionnaires the overwhelming majority of parents said that the school actively promotes the values of democracy, respect and tolerance of other people. Pupils celebrate the success of others. Pupils lead an active international society and the levels of attendance at other societies, such as the Islamic Society and Afro-Caribbean Society, reflect a strong interest in different cultures by pupils across the school. Pupils proudly wear badges in support of these different societies. In discussions pupils confirmed that the community is an open one which values and respects difference.
- 3.15 Pupils have a sophisticated and mature sense of both empathy and sympathy. Their awareness of the importance of this understanding is strongly promoted by the wellbeing programme. UK pupils spoke with great thoughtfulness about the challenges that can face international students boarding abroad for the first time and highlighted the support provided by other pupils to those in this situation. Pupils make informed and well considered judgements. For example, faced with a very wide range of opportunities at the school pupils make appropriate choices about how best to develop their interests and how to balance their studies and activities. They do this very successfully, creating well rounded learners who generally make the right choices but who are able to learn if mistakes are made. This reflective approach is supported by senior leaders who seek to identify the learning that can occur from any issue. Boarding life supports pupils in helping them to make their own decisions and organise their time effectively. Pupils are very aware of the importance of the decisions that they make and how these affect their own wellbeing as well as the lives of others. The importance to pupils of considering the consequences of a decision was evident in a Year 9 theology and philosophy discussion on the legalisation of drugs.
- 3.16 Pupils are extremely confident in themselves and in their relationships with their peers. They demonstrate a high level of self-knowledge and resilience. They are well-rounded individuals who value what they have themselves, as well as appreciating the value of their relationships with family and other people around them. The support provided by the house system and the high level of pastoral care strengthens the confidence of pupils in themselves. Pupils develop their confidence through their involvement in a wide range of activities such as the Combined Cadet Force, The Duke of Edinburgh's Award scheme and the school's Adventure Skills programmes. Pupils challenge themselves through the wide variety of music and drama opportunities. In the questionnaires almost all parents said that the school helps their child to be confident and independent.
- 3.17 Pupils are well prepared for each stage of their educational journey. For example, pupils commented on how fully supported they felt in making the transition from junior school. Year 8 pupils carefully consider the houses they might join the following year. During their time at the school pupils develop excellent independent learning skills through a curriculum and teaching approach that encourages individual inquiry. These skills prepare them well for their future at university and beyond. The majority of pupils go on to study at universities with demanding entrance requirements in the UK and increasingly around the world. Pupils receive excellent guidance and support in choosing the next stage of their careers, but senior leaders appreciate the need for this guidance to keep developing to respond to the changing demands of higher education and employment.
- 3.18 Pupils have a strong interest in, and awareness of, the world around them and the needs of others. They lead on several charity and community initiatives. For example, pupils provide lessons for

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## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and chapel. Inspectors visited boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Andrew Gillespie	Reporting inspector
Mr Russell Slatford	Compliance team inspector (Former head, SOH school)
Mr Michael Brewer	Team inspector for boarding (Head, SOH school)
Miss Julie Chatkiewicz	Team inspector for boarding (Vice principal, GSA school)
Mr Tim Dewes	Team inspector for boarding (Former deputy head, HMC school)
Miss Phillipa Message	Team inspector (Senior deputy, HMC school)
Mr Luke Michael	Team inspector for boarding (Deputy head, HMC school)