

Haberdashers' Adams

Haberdashers' Adams Grammar School, High Street, Newport, Shropshire TF10 7BD

Inspected under the social care common inspection framework

Information about this boarding school

Haberdashers' Adams is a selective state grammar school. It accepts children subject to entry exam between the ages of 11 and 18. Boarding places are available to children from 11 years of age.

The boarding provision comprises 2 houses situated within a mile of the main school site. Accommodation is in both shared and single rooms for up to 100 pupils.

There are 1088 pupils on roll, and of these, 69 pupils board.

The inspectors only inspected the social care provision at this school.

Inspection dates: 24 to 26 February 2026

Overall experiences and progress of children and young people, taking into account	good
---	-------------

How well children and young people are helped and protected	good
---	------

The effectiveness of leaders and managers	good
---	------

The boarding school provides effective services that meet the requirements for good.

Overall judgement at last inspection: good

Date of last inspection: 10 May 2022

Inspection judgements

Overall experiences and progress of children and young people: good

Leaders and staff build positive and trusting relationships with boarders. Boarders told inspectors that they enjoy boarding and feel happy and safe. They understand the benefits of boarding, including taking part in enjoyable activities and developing independent living skills. Boarders also form positive relationships with one another, which promotes a strong sense of belonging.

Leaders promote diversity well within the boarding provision. Boarders come from a range of backgrounds, including some who have moved from abroad to attend the school. Staff encourage boarders to make their spaces feel homely, such as by displaying photos of family members. Leaders and staff help boarders to learn about different cultures. Recent celebrations, including Diwali and Lunar New Year, have strengthened boarders' understanding of the diverse nationalities represented in the school.

Leaders and staff have a good understanding of boarders' individual health needs. Staff provide care and reassurance when boarders are unwell, and boarders feel confident seeking help. Arrangements for the storage and recording of medication are safe and suitable. Staff receive bespoke training when needed, including recent anaphylaxis training, which helps them feel confident in their roles.

Boarders have regular opportunities to share their views. Children's voice meetings take place routinely and encourage discussion about boarding life. In one house, a suggestion board allows boarders to make requests anonymously. Housemasters check this frequently and respond promptly. As a result, boarders feel listened to and valued.

Leaders work closely with education staff to review boarders' targets. Regular review meetings help assess progress and identify when boarders need additional support. Education colleagues report that this collaborative approach contributes to improved outcomes. Staff also support the development of boarders' independence skills. Boarders follow daily routines that include personal care, homework, cleaning their environment and supporting peers.

The boarding environment is warm and welcoming. Boarders are supported to create a 'home from home', personalising their rooms with posters and themed bedding. Boarders have access to communal games rooms and sports fields, which enhance their boarding experience.

Boarders and parents have raised concerns about the food offered. Common feedback indicates that some boarders find the choices limited, and a small number of children have chosen not to eat at boarding in the evenings as a result. Boarders from different cultural backgrounds have asked for a wider range of foods, including spicier options. Leaders meet regularly with the school chef to review menus, and

boarders can share their views during food meetings. This remains an area for development.

Boarders benefit from a range of trips, including camping at Shell Island, visits to Christmas markets and trips to the cinema. On 2 occasions, however, parents reported that they were not informed that their child had attended a trip. This left some parents feeling unsure of their child's whereabouts on those days.

How well children and young people are helped and protected: good

Leaders have strengthened their safeguarding arrangements. Senior leaders work closely with the head of boarding and housemasters to develop clear systems for reporting and responding to concerns. Staff feel confident raising concerns, which enables prompt action to be taken. Staff trust that leaders will respond appropriately when issues are brought to their attention.

Boarders are able to identify a trusted adult to speak to. One parent told inspectors, 'When there are challenges or issues, my son feels he can speak to the housemaster and matron. Communication with parents is effective.'

Leaders have developed clearer systems for managing complaints. The head of boarding has issued additional guidance for housemasters on recognising and responding to concerns. Housemasters maintain regular communication with parents, which helps ensure that emerging issues are identified and addressed promptly.

Positive behaviour is promoted effectively. Staff encourage boarders to achieve awards, both individually and as a group. Leaders promote relationship-building as a central approach to managing behaviour. As a result, only a small number of incidents occur within boarding.

Recruitment practice has improved. Leaders ensure that all required checks are completed before staff start work. Recruitment information is stored clearly, providing assurance that staff are suitable and safe to work in boarding.

Consequences are mostly used fairly and proportionately. When applied, they relate directly to the behaviour displayed. However, on one occasion, leaders indicated that a group consequence may be used even though not all boarders were involved. This has led some boarders to perceive that group consequences are used, which may cause feelings of unfairness.

The effectiveness of leaders and managers: good

Leaders have high expectations for the quality of care and experiences provided to boarders. The head of boarding works closely with housemasters to promote an ethos of inclusivity and respect. Senior leaders demonstrate good awareness of boarding practice and ongoing developments, reflecting strong collaboration between education and boarding.

Leaders support the staff team well. The head of boarding has introduced a new system to ensure greater consistency in staff supervision. This provides protected time for staff to discuss their wellbeing and development needs. As a result, staff feel better supported in their roles.

Regular oversight and scrutiny drive improvement. Leaders work closely with the governor and the independent visitor, who complete regular monitoring visits. Visitors have established positive relationships with boarders and staff, gather feedback and set actions for improvement. The head of boarding has also introduced senior leadership visits as an additional quality assurance measure. This helps ensure that boarding continues to develop.

Leaders communicate effectively with parents. A new hybrid parents' evening model allows parents who live abroad to join online. This has improved parental engagement and ensures that parents remain well informed about their child's progress.

Leaders ensure that staff are suitably trained. Clear systems are in place to track staff training and compliance. Leaders have created an individual development document to record completed training. Staff receive regular training in safeguarding, Keeping Children Safe in Education, online safety, emergency first aid and asthma awareness. Housemasters are completing accredited courses to support their leadership development. As a result, staff are increasingly well equipped for their roles.

What does the boarding school need to do to improve?

Recommendations

- School leaders should be able to show how they support children to understand how consequences are used in boarding. Children should not be led to believe that group consequences are used if they are not responsible for a behaviour.
- School leaders should be able to show how they communicate with the family of children about trips away from boarding.
- School leaders should be able to show how they try to cater for the range of children's preferences during mealtimes.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the social care common inspection framework. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Boarding school details

Social care unique reference number: SC020589

Headteacher/teacher in charge: Daniel Biggins

Type of school: Boarding School

Telephone number: 01952 386300

Email address: enquiries@adamsgs.org.uk

Inspectors

Chanel Bryant, Social Care Inspector

Laura Norcop, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2026