

Hillingdon Manor School

Independent school standard inspection report

DfE registration number	312/6083
Unique Reference Number (URN)	131940
Inspection number	385162
Inspection dates	11–12 October 2011
Reporting inspector	Jonathan Palk HMI

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 www.ofsted.gov.uk/publications/090070.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

No. 090070

© Crown copyright 2011



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Hillingdon Manor is an independent, special day school that is registered for up to 150 students aged three to 19 years who have autism or asperger's syndrome. Students have a very wide range of ability and many have additional learning needs. These relate to their behaviour, learning, physiological and psychological well-being. All students have statements of special educational needs and currently 17 local authorities fund their placements. The school is located to the south of Hillingdon, London and occupies three sites. There are currently 123 students on roll between the ages of four and 19 years. The Yiewsley Grange site is located about two miles from the main site and accommodates three children in the Early Years Foundation Stage and students up to the age of 12. No young children are in receipt of government funding. The Lawns and Manor main school site accommodates those aged between 14 and 19 years.

The school opened in September 1999 and was last inspected in July 2008 when it was judged to be satisfactory. Since then there have been three changes of headteacher and many new staff appointments. The current headteacher has been in post since September 2011.

The school strives to provide effective specialist education and support to students with autistic spectrum disorder and their families, which will allow students to achieve their full potential in education and life.

Evaluation of the school

Hillingdon Manor School provides a good quality of education. The overall effectiveness of the Early Years Foundation Stage is also good. It has made good progress since the last inspection in re-establishing its core purpose, and improving opportunities for students. It now provides a good curriculum that is matched to the individual needs of students with autism. Teaching and assessment are good and combined with the sensitive management of behaviour enables students to grow in confidence and to make good progress. Provision for personal, social, health and cultural development is good, enhanced by strong multi-disciplinary working.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Procedures for welfare, health and safety are satisfactory and safeguarding requirements are met. The school meets most but not all of the regulations, as there are some unmet requirements relating to health and safety and information for parents and carers.

Quality of education

The quality of the curriculum is good, including provision in the Early Years Foundation Stage, which leads to good outcomes. A clear set of aims is supported by schemes of work for all of the required areas of learning. Planning ensures topics are adapted appropriately for students who are at the early stages of acquiring basic skills. A structure is provided throughout the day that includes a suitable balance of individual and group work. Pictures and symbols are used very effectively to enable students to understand the daily timetable and to reinforce their learning. Regular exercise is provided which helps students to reduce their levels of stress and to settle more calmly to their work. Effective approaches to the teaching of physical education, movement and swimming are well established, promote a healthy lifestyle and contribute significantly to students' enjoyment of school. The personal, social and health education programme contains topics which are well suited to the needs of students, for example understanding autism, personal hygiene, sex and relationships, and making appropriate physical contact.

Links with local businesses are an extremely valuable part of the school's provision. For example, it enables students to gain first-hand experience of animal care, horticulture, vehicle maintenance and to develop their vocational skills effectively. Links with further education are developing and the school is ambitious for all students to continue in learning beyond the statutory school age.

The provision of speech and language therapy, occupational and music therapy and advice and monitoring from psychologists ensure that the requirements of students' statements of special educational needs are fully met. The outdoor resources for the children in the Early Years Foundation Stage are of great therapeutic value and encourage safe exploration and play. Students receive appropriate careers guidance from the staff team, who plan carefully for students' future beyond school. All students study life-skills courses accredited by the National Open College Network (NOCN), which makes a positive impact on developing students' independence and social skills.

The programme of study for post-16 students is good. It is designed around the needs and capabilities of individual students and has a good mix of activities that lead to some gaining academic qualifications and promote independent living and vocational skills. Students are prepared effectively for their next stage beyond school. All post-16 students complete some form of work experience and take part in mini-enterprise activities, for example working on the allotment. The school is widening its work-related learning to ensure more of the students' social and behavioural needs are met off site. Teachers in Yiewsley Grange plan regularly with

specialists to organise recreational activities which reinforce topics studied in the classroom.

The quality of teaching and assessment is good and students are making good progress given their starting points. Assessment arrangements are effective and the information gained from assessment is used to narrow gaps in students' literacy and numeracy attainment. There are secure systems in place for assessing students' progress based on the use of P levels (performance descriptors used for recording the attainment of students working towards the first level of the National Curriculum) and National Curriculum levels. Lesson planning is satisfactory and work is generally effectively matched to students' specific needs. However, there are occasions, mainly in Key Stage 4, where work lacks challenge, particularly with regard to communication, literacy and numeracy work. Individual education plans set very clear targets for the students' social and behavioural development but they vary in how they report on short-term communication, literacy and numeracy goals.

Teachers have good knowledge of how to teach students with an autistic spectrum disorder. For example, they use pictures and symbols and signing very effectively to reinforce learning points and enable students to make choices. They explain clearly each morning the structure of the day so that students know what they will be doing and are prepared carefully for each change in activity. Staff form good relationships with students and manage any challenging or inappropriate behaviour in a calm and non-confrontational manner. Lessons typically contain a good variety of activities and move at a brisk pace. As a result, students display positive attitudes to their work. Resources to support teaching and learning are satisfactory. Most learning support assistants are highly skilled and make a significant contribution to students' learning. On the few occasions when assistants are employed on a temporary basis, they lack the knowledge and experience to support learning fully.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of all students is good. The school boosts students' self-esteem and self-confidence effectively through the sensory aspects of the curriculum. Students demonstrate that they enjoy school by gesture, choosing positive symbols and pictures, and by their good attendance. They celebrate each other's successes at the end of lessons and in assemblies when achievements are rewarded.

Students gain a clear understanding of what is right and wrong because staff model appropriate behaviour and treat students with respect. Their behaviour is good and the school is a calm and orderly place in which to learn. While there are daily incidents of inappropriate behaviour, these are usually associated with students' lack of understanding of what is required in some social situations. Students learn to become increasingly independent and to contribute to the school community; for example, when they tidy away at the end of lessons, raise money for charities,

mentor newly arrived students or make a difference as members of the school council.

Trips to the local community make students aware of those public institutions and services they are likely to encounter when they leave school, for example the local shops, library and leisure centre. Students learn about different faiths and cultural traditions through topics. The activities enable them to gain an understanding of cultural diversity in a way that promotes tolerance and harmony.

Welfare, health and safety of pupils

Provision for welfare, health and safety is satisfactory. The school provides a caring environment where students feel safe and secure. Staff work closely with each other and with parents and carers. Health and safety policies are in place, but some have not been reviewed in accordance with guidance. Risk assessments are routinely carried out but there are occasions when outcomes are not always formally recorded. Where the hazards have been identified the level of risk is not always recorded and the next steps to rectify weaknesses are sometimes not completed.

Appropriate arrangements are in place to safeguard students. All staff, including the designated person for child protection, have been appropriately trained. A clear child protection policy exists and it is implemented effectively. The school has a comprehensive programme for students and staff to learn about safety when using the internet. Behavioural incidents are recorded as required, and the analysis of information helps the school evaluate students' progress and address situations that may trigger inappropriate behaviour. Fire drills are held regularly and a specialist company appropriately checks fire-fighting equipment. The school has policies in place that set out procedures for providing safe handling which ensures students' personal dignity and safety. A high level of staffing ensures that students are closely supervised at all times. A small number of parents and carers of students in Key Stage 4 and 5 commented that students find working with more than one support staff in the day unsettling. Inspectors found that this is a rare occurrence and care is taken to minimise disruption to student's routines. The school's admission register is not completed in accordance with regulations.

The school places good emphasis on students adopting a healthy lifestyle. Regular exercise is provided at intervals throughout the day, for example movement therapy, walking and adventurous play. Parents, carers and students do not feel that lunchtimes are adequately promoting healthy diets. The school has little control over the contents of students packed lunch boxes but inspectors considered that the school makes a reasonable effort to encourage students' awareness of dietary matters through science and life-skills lessons. Access to an allotment provides an added dimension to students learning about healthy foods.

The school does not have a suitable plan for improving access to the three school sites which complies with the Equality Act, 2010.

Suitability of staff, supply staff and proprietors

The school has satisfactory procedures in place for the recruitment and appointment of staff and others. All staff have been subject to clearance at an enhanced level with the Criminal Records Bureau to ensure that they are suitable to work with children. All of the necessary information is recorded in the single central register as required.

Premises and accommodation at the school

The classrooms are pleasant and maintained to a good standard. Each of the buildings contains several classrooms, sensory and therapy rooms and a library. All rooms are of a suitable size for the numbers of students using them. At the Manor site there are additional specialist classrooms to support the teaching of practical subjects such as science, horticulture, art, music, food technology, painting and decorating. A sports hall provides satisfactory facilities for physical education. Yiewsley Grange is set in extensive grounds which provide ample opportunities for outdoor learning for children in the Early Years Foundation Stage. Climbing apparatus, play areas and a woodland trail have been carefully planned to ensure that children can exercise safely.

Provision of information

The school provides all of the required information for parents, carers and others, with the exception of details of the number of staff and their qualifications. An accessible website provides a clear picture of the school's work, although the hard copy of the prospectus does not direct parents, carers and others to where school policies can be found. The majority of the parents and carers returned the pre-inspection questionnaire. They were divided in their views depending on the age of their children. A small minority of parents and carers of older students expressed disagreement particularly regarding communication with the school, continuity in the use of staff and their confidence in aspects of leadership and management during organisational changes. These views have been shared with the proprietors and school leaders. Inspectors found that administration is improving and the concerns are being appropriately tackled.

Manner in which complaints are to be handled

The complaints policy does not fully meet requirements. The informal arrangements for dealing with complaints work well for most parents and carers but recording of the resulting action arising from a complaint is unclear.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness, outcomes, provision and leadership and management of the Early Years Foundation Stage are good. All staff in the Early Years Foundation

Stage are effectively trained. Adults have completed appropriate child protection and first aid training, and understand the needs of the children very well. Safeguarding procedures keep children safe and secure. When children join the setting, most have learning and development needs that preclude them from starting in mainstream schools. They make good progress because teaching is effective and the curriculum is well matched to their capabilities. Staff plan for a broad range of suitable activities, both indoors and outside, that provide children with interesting and stimulating opportunities to learn. A good balance is struck between teacher-directed and child-initiated activities and staff are deployed effectively. Good induction arrangements ensure that children quickly settle into school life and are happy. They learn to make choices, share resources and play with imagination; they are cooperative and helpful and their personal and social skills are developing well. Children are well supported in their learning by the effective relationships that are established by the staff with parents and carers. The ongoing assessment of children's development is recorded on a weekly basis and the information gained from assessment is used effectively to plan appropriate activities to move learning forwards and identify the next steps to bring about further improvement. Leadership and management are good and all early years learning and welfare requirements are met. There is a common sense of purpose between adults who work well together to achieve good outcomes.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure there are effective measures to make sure students' health and safety have regard to the Department for Education guidance?⁴ (paragraph 11)
- ensure the admissions register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- ensure that details about the number of staff employed at the school, including temporary staff, and a summary of their qualifications are provided, or made available, to parents and carers of students and parents and carers of prospective students, and on request, to the Chief Inspector, the Secretary of State or an independent inspectorate (paragraph 24(1)(b)).

³ www.legislation.gov.uk/uk/si/2010/1997/contents/made.

⁴ www.education.gov.uk/schools/adminandfinance/healthandsafety/f00191759/departmental-advice-on-health-and-safety-for-schools.

The school does not meet all requirements in respect of the manner in which complaints are to be handled (standards in part 7) and must:

- ensure that the complaints procedure stipulates that a copy of the findings and recommendations are sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about and is available for inspection on the school premises by the proprietor and the headteacher (paragraph 25(i)).

In order to comply with the requirements of the Equality Act 2010, the school should devise a three-year accessibility plan.⁵

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Ensure that assessment information always informs lesson and individual education planning, in order to raise teachers' expectations, and the reporting of goals, with regard to communication, literacy and numeracy work.

⁵ www.legislation.gov.uk/ukpga/2010/15/contents.

Inspection judgements

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			√	
--	--	--	---	--

The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		√		
The quality of provision in the Early Years Foundation Stage		√		
The effectiveness of leadership and management of the Early Years Foundation Stage		√		
Overall effectiveness of the Early Years Foundation Stage		√		

School details

School status	Independent		
Type of school	Independent Special School		
Date school opened	September 1999		
Age range of pupils	3–19 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 105	Girls: 17	Total: 122
Number on roll (part-time pupils)	Boys: 1	Girls: 0	Total: 1
Number of pupils with a statement of special educational needs	Boys: 106	Girls: 17	Total: 123
Number of pupils who are looked after	Boys: 2	Girls: 0	Total: 2
Annual fees (day pupils)	£35,587.46 (starting fees)		
Address of school	The Manor and The Lawns, Harlington Road, Hillingdon, Middlesex, UB8 3HD		
Telephone number	01895 813679		
Email address	enquiries@hillingdonmanorschool.org.uk		
Headteacher	Akinyi Dulo		
Proprietor	Hillcrest Care		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

13 October 2011

Dear pupils



Inspection of Hillingdon Manor School, Hillingdon, Uxbridge UB8 3HD

Thank you for making us so welcome when we inspected your school. We enjoyed talking with you and sharing some of your lessons. We judged your school to be good overall and it is improving well.

You told me that you feel safe in school and that you trust the adults you are working with. I agree with you that your school's safeguarding arrangements are secure. There are some aspects of health and safety I have asked the school to improve so that this aspect of the school can become good.

We saw that you have developed good relationships with the staff and that they are very caring. They know you well and are doing a good job helping to improve your behaviour. The school has worked hard to improve opportunities for you to gain experiences that help you become independent and achieve qualifications. You made some comments that said that you were pleased with your involvement in improving the school. Some of you would like your views considered more frequently. Perhaps the school council can help gather your likes and dislikes and prioritise them and present them to the headteacher for consideration.

Your teachers are helping you to learn useful knowledge and skills but we have asked that they all set out clearly their expectations for you in lessons, to further develop your communication, literacy and numeracy skills. We were pleased to see the respect and understanding you show for each other. This certainly helps with your willingness to work hard in lessons. We have asked the school to ensure it supplies your parents and others with all the information that they need about the school and the outcome of any complaints. We also want them to keep the admissions register in good order.

Thank you again for welcoming us to your school.

Jonathan Palk
Her Majesty's Inspector