

# Haybrook College

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 131600          |
| <b>Local Authority</b>         | Slough          |
| <b>Inspection number</b>       | 360299          |
| <b>Inspection dates</b>        | 8–9 June 2011   |
| <b>Reporting inspector</b>     | Charles Hackett |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| <b>Type of school</b>                      | Special                                |
| <b>School category</b>                     | Community                              |
| <b>Age range of pupils</b>                 | 11–16                                  |
| <b>Gender of pupils</b>                    | Mixed                                  |
| <b>Number of pupils on the school roll</b> | 39                                     |
| <b>Appropriate authority</b>               | The governing body                     |
| <b>Chair</b>                               | Mr J King-Harris                       |
| <b>Headteacher</b>                         | Helen Huntley                          |
| <b>Date of previous school inspection</b>  | 17 October 2007                        |
| <b>School address</b>                      | 112 Burnham Lane<br>Slough<br>SL1 6LZ  |
| <b>Telephone number</b>                    | 01628696076                            |
| <b>Fax number</b>                          | 01628696080                            |
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## Introduction

This inspection was carried out by an additional inspector. He observed seven lessons, covering both key stages, and saw seven teachers. The inspector observed the school's work and looked at lesson planning, data on pupils' achievements, a range of school policies and the minutes of governors' meetings. The responses to questionnaires from 22 parents and carers, 26 students and 21 staff were considered.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The impact of leadership and management on the quality of the school's provision.
- The improvements students make in managing their behaviour.
- The manner in which teaching and the curriculum are adapted to address the special needs of its students.
- The impact of the use of sports coach mentors on the quality of provision.

## Information about the school

Haybrook College has a range of educational provision that includes a secondary school catering for students with social, emotional and behavioural difficulties (SEBD). This school, known as Millside, is registered as a stand alone provision and was the only provision reviewed at this inspection. Although the school is under the overall responsibility of the executive headteacher for Haybrook College, it is managed on a day to day basis by Millside's head of school.

Students admitted to Millside have either been excluded or at risk of exclusion from mainstream education. All have statements of special education need. The number of students from minority ethnic backgrounds is just above the national average and those known to be eligible for free school meals well above the national average. At the time of the inspection there were no girls on roll. The school gained specialist status in 2008 for the education of pupils with social, emotional and behavioural difficulties.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Millside (part of Haybrook College) is an outstanding special school. It can rightly claim that it transforms the lives of its pupils and enables them to become confident and successful young people. Students enjoy being in school and learning new things and this is fully appreciated by parents and carers. As one set of parents stated 'it is a great place for the children that attend there', whilst another stressed how the school 'catered for my son's needs brilliantly'.

A key strength of the school's work is extremely high quality care, support and guidance. Significant contributors of this are the team of sports coach mentors attached to each class group and responsible for aspects, such as extended school activities and transition arrangements into school. The role of these staff is best described as a combination of the conventional expectations of learning support assistants and the wider brief of social workers or residential care staff. They work extremely well with other agencies involved with the students and their families. They know the students very well and act as positive role models, guiding the them to make the right decisions about how to conduct themselves both in and out of school.

Students make outstanding progress in many aspects of their development. They stress how safe they feel and how they 'feel part of a whole team' at the school. Students' behaviour improves greatly during their time at the school and this leads to an extremely positive atmosphere. This results in good achievement. Their contribution to the school community is greatly valued and many of their suggestions, such as in recommending staff issue a green card to a pupil if there are concerns about escalating behaviour problems, have been adopted by the school. Their excellent spiritual, moral, social and cultural development includes their increased awareness of the needs and cultures of others and the intelligent way they resolve conflicts.

The quality of the curriculum is outstanding, as highlighted by a recent national HMI survey of alternative curriculum provision. The strengths, include the personalised manner which successfully engages students, who in previous educational settings were reluctant to participate in learning. Extended school provision is extremely well planned and includes courses for new and existing pupils over the summer holidays. Teaching is effective in inspiring students to enjoy learning and try a wide range of activities. Occasionally, though, the planning of lessons does not always ensure that work is appropriate for all the different ability levels in each group.

The head of Millside leads a strong management team that share a united sense of purpose to provide the best they can for its students. Effective systems are in place to track students' progress and there are very effective intervention procedures available should problems arise. Morale amongst staff is very high and the manner in which all staff subscribe to the highly structured framework for each school day ensures that there is a

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very consistent approach to supporting students. Judged as outstanding at its previous inspection, clear evidence shows how the school has continued to 'raise the bar' in the quality of its provision. Rigorous self-evaluation which includes students evaluating many aspects of the provision, has led to very detailed development planning which confirms that the capacity to sustain improvement is excellent.

## **What does the school need to do to improve further?**

- Ensure that teachers consistently plan lessons based on the different ability levels of students.

## **Outcomes for individuals and groups of pupils**

**1**

Gaps in students' education prior to joining Millside result in their levels of attainment being low when compared with national averages. However, they make rapid progress particularly in basic skills, such as English and mathematics, whilst at the school. This applies to all the different groups of students in the school, including those in the care of the local authority. Students, often for the first time in their lives, make at least good progress in lessons. This was seen in a Year 10 art lesson, where students were able to evaluate the quality of their work against the criteria for the GCSE grade they were aiming to achieve. The quality of their insight into what they had already achieved and what they needed to do to improve was quite exceptional. This high quality of group discussion was replicated in a personal, social and health education lesson for Year 8 students. Here students considered a video clip linked to different lifestyles and were able to clearly articulate their thoughts on homophobia.

Students enjoy learning and being actively involved in lessons. For example, in a cricket lesson, students and sports coach mentors worked extremely well together in pairs and thoroughly enjoyed the game. Similarly in a year 10 construction lesson all students worked extremely hard and independently developing new skills in bricklaying, fixing an electric socket and soldering pipes together.

Students' excellent behaviour was seen in the morning whole school breakfast meetings where staff and students integrate together extremely well. Similarly at break and lunchtime students engage very well together in a wide variety of activities. Many of these activities involve physical exercise and together with the physical education lessons, the many sports clubs after school, the excellent take up of healthy options at lunchtime, contribute to the excellent grasp students have of the benefits of leading healthy lifestyles.

Students stress that they feel well prepared for life after leaving school and records show that almost all of last year's leavers have successfully moved to and stayed in college placements. School attendance for many students before they joined Millside had been very poor. At Millside almost all improve their attendance significantly, although a few persistent non-attenders reduce the school's overall attendance figures.

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*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 4        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The excellent quality of the provision impacts very positively on the outcomes for students. There are very detailed support plans for each student and these are supplemented by daily reviews of their performance. When potential concerns are identified staff are quick to respond with effective interventions. There are very effective links with other agencies to support individual pupils. These ensure that pupils, including those in the care of the local authority, know that support is quickly on hand. Students stress how appreciative they are of this extremely high quality of care and support and the difference it has made to their lives. For example, one student commented 'I know I can be mouthy but the staff have helped me deal with this.'

Teachers use a good range of strategies, including information and communication technology, to make their lessons interesting. Resources are imaginative and classrooms have the feel of positive learning environments. The quality of displays is exceptional, those of students' art work highlighted extremely well by the excellent lighting employed to enhance them. The lack of graffiti is further testament to the positive response of students to the school environment.

Teachers make very effective use of the sports coach mentors to keep students on track. For example, in a Year 7 English lesson where students were asked to develop their writing skills, the two sports coach mentors present very successfully encouraged students to complete their work to the best of their ability. This positive encouragement is further

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supported by the high quality of marking, which often highlights the achievement level of a piece of work and what the student needs to do to improve. Occasionally teachers fail to differentiate the work sufficiently to ensure that it matches the ability levels of all students within the group.

Considerable thought has been given to create a curriculum that provides all expected learning opportunities alongside wider experiences that interest students and develop work related skills. Examples include a Year 10 student new to the school after failing to learn in a variety of educational settings, becoming engaged in learning through taking a falconry course and Year 10 students successfully following a construction course that helps them develop a wide range of practical skills.

The school is committed to encouraging students to engage in a variety of additional activities. These include break and lunchtime clubs and after school activities. These are added to by three weeks of courses run by staff during the summer holidays. These courses, supported by senior staff, are part of the innovative approaches made to successfully maintain contact with students already at the school. They also act as valuable induction exercises for students due to join the school after the summer break.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## How effective are leadership and management?

The outstanding leadership team has had a considerable impact on the effectiveness of the school. They have created a stable, well ordered structure to the school day, where students are not only well supervised but also challenged to make their own independent decisions about their conduct. The links with the other provisions that are part of the college are used very positively to increase learning opportunities and ensure the requirements of students with extreme complex needs can be addressed.

Parents are very involved in their children's education. The sports coach mentors make regular contact and school events such as parent support groups and family barbeques are very well attended. Students' strong sense of community spirit is well supported by the emphasis put on community cohesion. Local community links are very strong and opportunities to understand more global differences, although not quite as secure, are being developed well.

The governing body monitors the work of the school alongside that of the college's other provision and as a result their links with the head of Millside are more limited than is normally expected. This, though, does not have a negative impact on provision, as the executive headteacher ensures they are well informed and fully involving in developing the

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school's provision. Together with senior staff the governing body takes the safeguarding of students very seriously. Stringent procedures are in place for risk assessments and policies on aspects, such as child protection and staff recruitment, are very thorough.

Much is done to ensure that all students have access to all aspects of the school's provision. Diversity is celebrated well and through the strong collective approach of the staff team there is a strong emphasis on avoiding any form of discrimination. The determination of the school to enhance its provision and the clear evidence of the positive impact of leadership and management on the quality of provision shows that the capacity to sustain improvement is excellent.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>1</b> |

## Views of parents and carers

Parents and carers are overwhelmingly positive about the effectiveness of the school and appreciative of the impact it has had on their children. More than half completed the inspection questionnaire and this is above the national average. 'I appreciate the wide variety of support and guidance my child receives throughout the day' and 'I couldn't ask for a better school and the teachers are great' are typical of the comments made. Inspection evidence supports these positive views of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Millside to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 7              | 32 | 14    | 64 | 1        | 5  | 0                 | 0 |
| The school keeps my child safe  | 14             | 64 | 8     | 36 | 0        | 0  | 0                 | 0 |
| My school informs me about my child's progress  | 16             | 73 | 6     | 27 | 0        | 0  | 0                 | 0 |
| My child is making enough progress at this school   | 14             | 64 | 5     | 23 | 3        | 14 | 0                 | 0 |
| The teaching is good at this school   | 14             | 64 | 8     | 36 | 0        | 0  | 0                 | 0 |
| The school helps me to support my child's learning  | 12             | 55 | 9     | 41 | 1        | 5  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 11             | 50 | 10    | 45 | 1        | 5  | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 9              | 41 | 10    | 45 | 2        | 9  | 0                 | 0 |
| The school meets my child's particular needs  | 13             | 59 | 8     | 36 | 1        | 5  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 13             | 59 | 7     | 32 | 1        | 5  | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 11             | 50 | 7     | 32 | 3        | 14 | 0                 | 0 |
| The school is led and managed effectively   | 16             | 73 | 5     | 23 | 1        | 5  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 14             | 64 | 6     | 27 | 2        | 9  | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 48   | 6            | 0          |
| Primary schools      | 6   | 47   | 40           | 7          |
| Secondary schools    | 12  | 39   | 38           | 11         |
| Sixth forms          | 13  | 42   | 41           | 3          |
| Special schools      | 28  | 49   | 19           | 4          |
| Pupil referral units | 14  | 45   | 31           | 10         |
| All schools          | 10  | 46   | 37           | 7          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning, development or training.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.  |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.  |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.   |

**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 June 2011

Dear Students,

**Inspection of Millside School (part of Haybrook College), Slough SL1 6LZ**

Thank you for being so helpful when I came to your school recently. I very much enjoyed meeting you all and a special big 'thank you' to the school council members for being so helpful. You were all extremely polite and well behaved.

Your school is outstanding. I can see that you enjoy being there and that you make good progress in your learning. You do especially well in improving your behaviour and in contributing to the school and local communities. All the staff work very well together and they communicate very well with your parents and the other agencies that support you and your families. I can see there are lots of activities you all enjoy taking part in. I particularly liked the work those of you were doing in the construction lesson I saw. The school is very well led by the head of centre. She has developed a staff team who are all determined to do the best they can for you.

To help it be even better, I have made just one suggestion to the school.

- Your teachers should always seek to plan the lessons to match your differing ability levels.

Keep working hard and doing your best to help the school.

Yours sincerely

Charles Hackett

Lead inspector

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