

Haughton School

Inspection report

Unique Reference Number	123629
Local Authority	Telford and Wrekin
Inspection number	359477
Inspection dates	28–29 June 2011
Reporting inspector	Martyn Groucutt

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

Type of school	Special
School category	Community special
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Tracey Picken
Headteacher	Gillian Knox
Date of previous school inspection	3 October 2007
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Introduction

This inspection was carried out by two additional inspectors. A total of eight lessons taught by eight different teachers and their class teams were observed. Meetings were held with senior leaders, representatives of the governing body and pupils. A meeting was also held with the special needs coordinator at a school that is in receipt of outreach support from Haughton School. Inspectors observed the school's work, and looked at pupils' work, teachers planning and data on pupils' progress, together with arrangements for safeguarding and a range of documentation that covered the school's policies and procedures. A total of 47 parent and carer questionnaires were scrutinised, together with 28 from staff and 52 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Given the increasing complexity of pupil' needs, has the quality of individual education and care been maintained since the last inspection?
- What has been the impact of the move to a more thematic and creative curriculum in terms of the quality of education?
- Have the changes in senior leadership and the governing body had any impact on the quality of education since the last inspection?

Information about the school

Since its last inspection Haughton School is now admitting pupils with a wider range of increasingly complex needs, particularly those on the autistic spectrum or having communication disorders. At the same time, it is developing outreach services to support inclusion of pupils in mainstream schools throughout the local authority. Every pupil has a statement of special educational needs. Three quarters are boys, with a large majority being of White British heritage and only a very small number speaking English as an additional language. The numbers known to be eligible for free school meals is well above the national average. The school holds the Basic Skills Quality Mark, Arts Gold Mark, Sports Mark and the Football Association Charter Mark. It has gained accreditation as an Eco School and for Extended Services and has just gained Healthy Schools status.

Since the last inspection there have been major turnover of governors, with only the Chair and Vice-Chair of the Governing Body remaining since that time. Senior leadership has also changed and while the headteacher is an experienced school leader, having previously been the deputy and then acting headteacher, the current leadership team has been together for just over twelve months.

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?

2

The school's capacity for sustained improvement

2

Main findings

Haughton is a good and improving school where pupils, irrespective of their individual learning difficulties, are able to make good progress and maximise their potential. As one parent put it, 'My daughter's needs have been identified and addressed... she has specifically adapted reading books and learning resources that are specific to her needs.' As well as admitting pupils with increasingly complex difficulties, the school is developing effective outreach services and has worked effectively with a large majority of mainstream schools in the local authority.

The very effective leadership of the headteacher has been a key factor in maintaining the effectiveness of the school during a period of change. She is supported by a dynamic senior leadership team where each member accepts and develops specific areas of responsibility. As a team, they are increasingly effective as they establish themselves in their roles and develop a positive ethos in which staff demonstrate excellent commitment to the school and its pupils. The governing body, having been through a period of change, is once again stable and in a position to fulfil its statutory duties as well as gaining in confidence to both support and challenge the school leadership. It is already taking positive steps to ensure that it maximises its effectiveness through developing its individual and collective expertise. The school is therefore increasingly effective and, through more sophisticated use of data, is able to demonstrate the good and sometimes outstanding progress made by its pupils. It has developed outstanding links with its parents and carers. However, at the moment it is an early stage of developing inclusion and opportunities for two-way integration, for example by strengthening links with the primary school with which it shares a site. However, integration links have already been established with another local special school.

Teaching is consistently good and some is outstanding. Within each class the teacher and teaching assistants form very effective class teams. They enable pupils to make very good progress from their starting points because their work is pitched at just the right level to provide challenge. The senior leadership team is providing increasingly sophisticated data on individual progress and the class teams make good use of this to plan and set challenging targets for every pupil. At the moment, not all teachers are as confident as others in their use of this information to ensure that pupils are making the best possible progress towards achieving their targets. Assessment of pupils' work is carried out regularly and recorded carefully so that every adult has a clear picture of the progress of the pupils with whom they are working. There is a focus on positive assessment and helping pupils to know how to improve their work, although opportunities to help pupils assess their own and other's work are not always maximised.

There have been major developments in the curriculum since the last inspection. There is a greater and effective emphasis on a thematic and creative approach while not losing

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sight of the needs to promote the basics of literacy, numeracy and communication skills. The curriculum is very well supported by a range of outstanding partnerships, both educational and therapeutic, that maximise learning opportunities and engagement. This creates a positive learning community that is reflected in the vibrant and stimulating displays that are such a feature of the school buildings. Pupils really enjoy school and their learning and, as a consequence, behaviour is outstanding and attendance is far above that found in special schools nationally. A parent wrote, 'My son really loves coming to school and wants us to drive past in the holidays just to see it.' Pupils contribute well to their school and local community, although their understanding of national and global communities is not so well developed. There is a good focus on making the school safe and opportunities for developing healthy lifestyles through good diets and a range of activities are outstanding. Mini-enterprise is a strong feature that supports pupils' future economic well-being, as does the school's strong commitment to developing their communication skills. As a result of the success they achieve, the pupils' self-esteem increases and confidence grows and this is supported by the outstanding care, guidance and support they receive.

The school's effective self-evaluation, willingness to address the areas for improvement addressed in the last inspection and focus on continued development means that it has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that all teachers reach the standards of the most effective in using data and tracking in order to maximise pupils' progress and achievement.
- Strengthen opportunities to develop inclusion and positive links with local mainstream schools, starting dialogue during the autumn term 2011.
- Develop pupils' understanding of wider national and global communities through providing more chances for them to learn about such communities.

Outcomes for individuals and groups of pupils

2

Increasingly effective use is being made of data so that challenging targets are set for every pupil. Individual progress is tracked throughout the year and analysed carefully to ensure that all pupils are maximising their potential. This is reinforced by the sheer enjoyment that pupils demonstrate in their learning. When progress is slower than that expected, the reasons are analysed and action taken to get the pupil back on track. However, at the moment not all teachers are equally confident in using data to maximise achievement and this is preventing some pupils from making more rapid progress. Even though the school is now admitting pupils with far more complex needs, these are being met successfully. Those pupils who speak English as an additional language are very well supported, sometimes with external expertise, in making equally good progress. In every lesson, the class teams work with small groups and are careful to record any signs of progress or the mastery of a new skill. Weekly team meetings provide excellent opportunities to collate this evidence. As a result pupil's outcomes are constantly at the forefront of classroom practice.

Pupils have a good understanding of keeping safe and those whose circumstances might make them vulnerable feel well supported. Many can display challenging behaviour and

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detailed individual behaviour plans are in place and monitored regularly for such pupils. These are particularly effective and, as a result behaviour in lessons and around school is outstanding. Pupils understand how to lead healthy lifestyles, supported by excellent opportunities to engage in a range of physical and recreational activities. Pupils enjoy a range of opportunities to support the life of the school and the local community, while opportunities such as the mini-enterprise scheme support their effective development of skills for future economic well-being. The focus on developing communication skills and independence boosts confidence and self-esteem. The strong emphasis on the arts seen throughout the school, trips to various places of worship and the encouragement of imagination and creativity results in pupils' outstanding spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	*
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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

Teaching is at least good and some is outstanding. The strength of the class teams and their constant focus on learning is a major reason why pupil progress is so good. Very positive pupil attitudes and commitment come about because they appreciate the efforts made on their behalf and there is a strong mutual respect. Lessons are very well planned and always take into account the individual needs of pupils. There is good pace and a

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range of activities which helps keep pupils engaged and focused on learning. This includes the effective use of interactive boards and other information and communication technology. Individual progress is monitored weekly by class teams and as targets are met, pupils move on to the next, sustaining progress throughout the year.

The curriculum is broad and balanced, and suitably modified to meet the needs of groups and individuals as necessary. It has become increasingly thematic and creative in nature and pupils enjoy this very much because it addresses their interests and engages them. Planning is systematic and, because staff have such good understanding of every pupil's needs, they are routinely taken into account. Much of the curriculum development is recent and has not yet been assessed in a methodical way, although plans are in hand for such a review. In addition to promoting the core skills of literacy and numeracy, seen in the excellent way that letters and sounds are taught in English lessons for example, there is a strong focus on developing communication skills. Evidence of the effective use of signing and of symbols to support communication is seen throughout the school.

Outstanding care, guidance and support are key elements in the success of many pupils. Many are in potentially vulnerable circumstances and personal welfare is seen as paramount. Safeguarding is outstanding, for example recognising that pupils may wish to report concerns by signing, with this sustained through any ensuing proceedings. Procedures for transition to secondary school are good, although most pupils are extremely sorry to leave Haughton.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since the time of the last inspection, the headteacher has very effectively maintained the stability of the school as a new senior leadership team and governing body have been created. The school is emerging from this transition with a clear vision of its role and is focused on excellence, with staff committed and enthusiastic. As one said, 'It is evident to me that all staff work for the benefit of the children's academic and personal well-being. They really care.' The Chair and Vice-Chair of the Governing Body are providing effective leadership and new governors are keen to develop their roles. The governing body fulfils all its statutory duties and in key areas, such as promoting equalities, they already provide excellent support so that provision is outstanding and neither pupils nor staff suffer discrimination. Provision for safeguarding is also outstanding and the degree of expertise that arises from the headteacher's membership of the local authority's safeguarding board has been put to good use. However, the governing body is aware that pupils' understanding of national and international communities is underdeveloped.

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The school's engagement with parents and carers is outstanding, for example the school acting as facilitator for meetings with a range of professionals who support the wider needs of pupils. The school also runs excellent courses for parents and carers, such as those for developing parenting skills or teaching signing to help them communicate with their children. Similarly, the range of partnerships that help the school to sustain its wide ranging support is outstanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The outstanding leadership and highly effective teamwork seen in the Early Years Foundation Stage means that children get the best possible start to their educational careers. The setting creates an environment that is safe and where the health and well-being of the children is a high priority. The quality of provision and levels of individual support for every child enable them to develop a range of learning, social and emotional skills. They make good and often exemplary progress from their starting points. This is supported by the imaginative and effective learning environment, and the well-planned and structured range of activities. Children are supported in making choices for child-centred activities, while adult-initiated activities are carefully based on the needs and abilities of the individual and focused on maximising development. There are effective links with parents and carers who value the high quality of the provision being received by their children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The majority of parents and carers who responded to the questionnaire are very supportive of the school. Typical of the comments received are 'Haughton School is excellent. The headteacher manages any concerns quickly and effectively. I leave my child in their care confident that he will be respected and treated as an individual.' Another said that, 'The school is warm and friendly with a really cohesive school community.' A very small number of parents and carers are consistent in their criticisms of elements of school life, but evidence gathered during the inspection gives strong support to the views of the large majority in terms of the effectiveness of provision and outcomes for pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haughton School 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 inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	66	14	30	2	4	0	0
The school keeps my child safe	32	68	12	25	2	4	1	2
My school informs me about my child's progress	32	68	12	26	3	6	0	0
My child is making enough progress at this school	28	60	14	30	3	6	1	2
The teaching is good at this school	33	70	11	23	3	6	0	0
The school helps me to support my child's learning	30	64	14	29	2	4	1	2
The school helps my child to have a healthy lifestyle	25	53	17	36	2	4	1	2
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)	25	53	17	36	2	2	0	0
The school meets my child's particular needs	30	64	13	28	3	6	1	2
The school deals effectively with unacceptable behaviour	29	62	15	32	3	6	0	0
The school takes account of my suggestions and concerns	25	53	19	40	1	2	1	2
The school is led and managed effectively	30	64	14	30	2	4	1	2
Overall, I am happy with my child's experience at this school	34	73	11	23	1	2	1	2

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



30 June 2011

Dear Pupils

Inspection of Haughton School, Madeley TF7 4BW

I am writing to say how much the inspectors enjoyed their recent visit to your school. We could see that it is a good school that helps each of you to do your best. This means that you make good progress and you enjoy your learning a lot. Your school is bright and cheerful, and the lovely artwork that is all around makes you feel happy and wanting to learn.

Lessons are interesting and the different activities mean that there is always something going on that helps you. Sometimes people from outside school come so you can get even more from school life. It might be in sport or other activities, in chances to meet new people or through the people who help you and your teachers with such things as speech therapy or physiotherapy. All of these things help to make yours such a positive school for learning and enjoyment. Your behaviour is outstanding because you enjoy school and get on very well with each other and with all the staff. You are safe and have chances to take part in activities that help you live healthy lifestyles and to develop skills that will help you in the future. You like to help out in school and enjoy chances to part in activities in the community. However, we felt you could have more chances to learn about the lives of people in other parts of the country and around the world.

The headteacher and all the staff work very hard to help you do your very best. They have a good understanding of your needs and try hard to meet them, although some teachers are not quite as good as others in using information that would help you reach your challenging targets. We would also like Haughton School to try to get some more links with other schools so that you might have the chance to do some lessons and activities in other places.

You work hard and your attendance is very good. If you continue to do your best and to help your teachers you will continue to make such good progress. Well done!

Yours sincerely

Martyn Groucutt

Lead inspector

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