

Heathermount, the Learning Centre

Inspection report

Unique Reference Number	133743
Local Authority	Windsor and Maidenhead
Inspection number	381548
Inspection dates	12–13 October 2011
Reporting inspector	Stephen McShane HMI

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

The inspection of social care was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Special
School category	Non-maintained
Age range of pupils	5–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	46
Of which, number on roll in the sixth form	14
Appropriate authority	The governing body
Chair	Sue Akester
Headteacher	David Stewart
Date of previous school inspection	25 November 2008
School address	Devenish Road Ascot Berkshire SL5 9PG
Telephone number	01344 875101
Fax number	01344 875702
Email address	info@heathermount.co.uk

Social care Unique Reference Number	SC041351
Social care inspector	Liz Driver

Age group	5–19
Inspection date(s)	12–13 October 2011
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and a social care inspector. Inspectors observed the school's work and the quality of residential provision. Ten lessons or part lessons were observed and nine teachers and tutors seen. Meetings were held with members of the governing body, multi-disciplinary and residential staff, senior managers and students. The Education Adviser of the Disabilities Trust attended the feedback meeting. Inspectors looked at policies, records and assessment information. In addition, 15 questionnaires completed by parents and carers were analysed, as well as those completed by staff and students.

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

- The learning and progress of individuals and different groups of students.
- The extent to which the recent changes in teaching, assessment and curriculum support improvements in students' outcomes.
- Whether leaders have an accurate grasp on what needs to be done, sufficient capacity and appropriate plans in place to address identified weaknesses and drive outcomes and the quality of the provision further.
- The school's response to issues identified in the previous inspection of the residential provision.

Information about the school

Heathermount is a non-maintained special school owned by the Disabilities Trust, a registered charity. It provides education for students with autism. All students have a statement of special educational needs. Students come from a number of different local authorities. The school is registered for eight residential students. Currently, one student is accommodated weekly and a few students access extended-day provision. The previous inspection of the residential provision took place in July 2010 when the provision was judged as good.

The executive headteacher joined the school in April 2010. Since then, the school has refocused its work and has gone through a period of considerable change. A number of staff have recently resigned.

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?**4****The school's capacity for sustained improvement****4**

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

During their time at Heathermount, students, including those in the sixth form, make inadequate progress in their learning and their attainment is low. Although the Disabilities Trust, the governing body and headteacher have begun to address weaknesses, their actions have not yet raised the quality of the provision to have sufficient impact on students' learning. Students now have access to a wider variety of qualifications than previously but these are not sufficiently well matched to students' abilities, particularly the most able, to ensure that they are appropriately challenged. Assessment data show that progress in literacy and mathematics is too slow. Learning for students, whatever their particular needs or abilities, in the majority of lessons seen during the inspection was inadequate. The overall effectiveness of the residential provision is inadequate with particular weakness in safeguarding students relating to health and safety.

Teaching is inadequate as it does not challenge students sufficiently or support them to learn effectively. During the school day, there is frequently a lack of pace or purpose. A high level of staffing supports students to keep them engaged. However, the activities are not appropriately matched to the needs of individual students. Too often, there is an over reliance on worksheets and students are asked to complete tasks that are too easy or too difficult. On occasions, students become disengaged and lessons then finish with little learning having taken place. Marking and feedback do not give guidance to students on how to improve. While some appropriate structures have been put in place to support changes to the curriculum, it is inadequate as it is not yet sufficiently influencing learning. Specialist interventions to support students' communication and sensory needs, through the 'augmentative curriculum', are not used consistently and are therefore not effective.

The school has some strengths. Many of the students have had difficult and negative experiences of education prior to their admission to the school and say that things are much better now. Those who have significant communication difficulties show that they feel safe by the calm way they respond in the environment. Staff are supportive of students and caring towards them. Students have healthy lifestyles.

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The calm atmosphere of the school and the strong commitment to knowing students well help students to lessen their anxiety and improve their emotional health. Over their time in Heathermount, students learn important life skills such as working in a group or independently, engaging in communication with others, asking for help and managing the complexities of their autism or related disability.

Procedures to manage issues of child protection and ensure safe recruitment of staff are robust. However, safeguarding overall is inadequate. Measures to ensure the safety of the buildings, including in the residential provision, are not rigorous enough. Supervision of students on the large site is insufficient to ensure that vulnerable students are monitored adequately. Arrangements to store and dispense medication are not appropriate. The behaviour of most students is satisfactory but a minority present challenging behaviour which is not managed effectively. While staff have had recent training in behaviour management, there is not a consistent response to inappropriate, sometimes physically aggressive, behaviour. A majority of staff who responded to the questionnaire said that they felt that unacceptable behaviour is not consistently well managed. The system to record incidents does not give staff the information needed to ensure effective monitoring and support systematic actions.

Under the leadership of the executive headteacher and the Disabilities Trust, the school has redefined its ethos and purpose. Leaders have restructured the school, management responsibilities and the curriculum, and clarified expectations of staff. Partnerships with local schools and businesses are now being developed. As yet, however, despite these initiatives and plans, there has not been enough impact, particularly on students' learning and on teaching. Therefore leadership and management are inadequate overall. Senior leaders and managers are fully aware of the job that has to be done. However, capacity for sustained improvement is inadequate as the monitoring and evaluation of students' outcomes, the implementation of new initiatives and the overall quality of the provision are not strong enough to remedy weaknesses and secure ongoing improvement. Middle leadership is not sufficiently developed. Although their roles are defined, not all senior leaders are confident in carrying out their responsibilities.

What does the school need to do to improve further?

- Improve students' learning and progress so that it is at least satisfactory and they acquire appropriate knowledge, develop understanding and practise skills.
- Raise the quality of teaching to at least satisfactory in all lessons by ensuring that:
 - teachers use assessment information to tailor work to challenge individual students to make further progress
 - lesson objectives and expectations for individuals are clear and these are followed up so that learning can be tracked and built upon
 - teachers provide interesting activities that stimulate students' active

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- participation in all lessons
 - feedback is clear, regular and meaningful, and supports students to improve their learning.
- Ensure that there is a clear curriculum framework in place so that:
- the range of qualifications available are appropriate to the needs, abilities and interests of the students
 - there is a clear progression planned for students as they go through the school, particularly in mixed-age and key stage classes, so that students are consistently challenged and the content is interesting
 - the curriculum is responsive to the students' particular aspirations, age, disabilities and future destinations
 - the contribution of the school's 'augmentative curriculum' is clear and specialist approaches inform teaching and learning consistently.
- Improve the management of behaviour so that:
- there are consistent expectations of classroom behaviour, bearing in mind individual difficulties, and inappropriate behaviour is challenged with a clear procedure to re-engage students in learning and make up for time lost
 - there are consistent expectations of behaviour in the dining room and shared spaces and a consistent response, bearing in mind individual difficulties, to how inappropriate behaviour is managed
 - incidents of inappropriate behaviour are systematically recorded in a format that can be quickly analysed and evaluated so that future actions can be planned, carried out consistently and lead to improvement
 - policies and procedures, particularly those relating to the management of behaviour, are up-to-date and implemented consistently.
- Improve the effectiveness of safeguarding procedures by:
- improving health and safety procedures
 - strengthening the supervision of students on the school site.
- Improve the impact of leaders at all levels on raising achievement by:
- systematically monitoring and evaluating the quality of the school's provision and the impact on students' outcomes
 - monitoring and using assessment information on individuals and different groups of students to ensure that learning opportunities fully meet their needs
 - ensuring the consistent application of new initiatives, expectations and practices so that any variations or lack of staff knowledge or confidence is quickly addressed.

The school must ensure that it meets the national minimum standards for residential special schools which have not been met.

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

Outcomes for individuals and groups of pupils

4

Students leave the school with a range of qualifications and skills, including information and communication technology, vocational skills and Award Scheme Development and Accreditation Network (ASDAN) awards. When they leave school students go on to further education or employment. Nevertheless, the school's own assessment data and evidence of students' work demonstrates that students make inadequate progress. Students' work is frequently incomplete and untidy. It does not build on previous learning.

Behaviour is satisfactory for the majority of students. Most students respond to staff requests and instructions and move around the site calmly. Those with more significant learning difficulties accept prompting and guidance. During the school day, there are incidents of inappropriate behaviour, including refusal to comply and aggression towards staff or other students. Case studies, however, show that individual students have made significant progress in managing their own behaviour during their time at Heathermount with a significant reduction in incidents of distress and increased engagement. A number of students spoken to throughout the inspection are beginning to successfully reflect on their behaviour and can talk about their improvements.

Students regularly raise monies for charities, participate in the school's council and regular 'sharing activities', and have participated with a national organisation to raise awareness of autism. They influence their own learning by contributing to their annual reviews and individual education plans. Students participate in local cultural events such as a local Shakespeare festival. Through assemblies and opportunities in class, students reflect on pertinent aspects of spiritual, moral and social development such as festivals, recycling and the environment.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

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

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

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The majority of teaching does not ensure that students make enough progress in their learning. In the majority of lessons, the activities are not targeted enough to engage students and help them learn, even though the school has detailed assessments about each student's prior attainment. Too often, students of significantly different ages and needs carry out the same tasks, or the focus is on a few while others are simply occupied or do little. Adults do not check prior learning sufficiently and often help students to complete inappropriate tasks rather than promote progress. Too many lessons lack pace and focus and, as a result, students become bored and restless. There are no alternative activities or consistent strategies to re-engage them.

Academic, vocational and functional skills are supported by an 'augmentative curriculum' designed to meet the specific needs of students with autism. Students have the opportunity to extend their learning in local schools and colleges, for example, by studying for a BTEC qualification in sport. There is an overall curriculum map, a model of lesson planning, focused individual education plans. As yet, however, these structures do not prevent students repeating content or being given work that does not systematically develop their knowledge and skills. Detailed assessments of students' particular needs are in place but specialist interventions to respond to these in day-to-day teaching are inconsistent.

The quality of care, guidance and support provided for students has strengths but is inadequate overall as safeguarding is inadequate and new approaches to improve students' behaviour are not yet consistent. Supervision at lunchtime is not rigorous enough to ensure the safety of students on the large site. Staff have recently been trained in behaviour management approaches but whole-school systems are not in place consistently. There are no clear strategies to respond to disruptive behaviour and there is a lack of confidence in dealing with aggressive behaviour. A multi-professional team carries out a detailed assessment on each student prior to admission that informs transition and helps students settle well. This team approach supports parents and carers and further helps understanding of students' needs. Ongoing contact with each student's home is regular. Staff are caring and committed to the students and engage positively with them.

These are the grades for the quality of provision

The quality of teaching	4
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Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The executive headteacher has led the school through a period of re-evaluation and reorganisation. A vision based on 'empowerment, relationship and confidence' drives organisational and curriculum change. Senior managers support this vision but are not consistently effective in ensuring it is realised in everyday practice. Accurate evaluation of the quality of teaching takes place with strategies for improvement but the lack of systematic follow-up means there are significant inconsistencies and inadequacies. Committed governors, who ensure that they keep in regular touch with the school and with parents and carers, have identified that they need to work in different ways to ensure that they can support and challenge the school more robustly. They have reorganised their structure but it is too early for this to be sufficiently effective to enable governors to challenge weaknesses. A very large majority of parents and carers say that they are happy with the school. Communication with students' families is regular and effective. Case studies show that the interventions of the 'augmentative team' and the residential provision have been successful in helping families to support their children. The school itself is a cohesive community where students from different backgrounds with different disabilities, for the most part, get on well together. There are developing links with national businesses and local parish councils. Equality of opportunity and value for money are inadequate because all groups of pupils do not make the progress of which they are capable.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money

4

Sixth form

In the sixth form, there is more sense of purpose than in the rest of the school. However, its overall effectiveness is inadequate because many of the weaknesses are similar to those in the rest of the school. Satisfactory teaching takes place when lessons provide different activities and support staff are used effectively to promote learning, as observed in a lesson of functional mathematics with students learning concepts of rotation. Calm and consistent approaches, such as room layout and short periods out of the classroom, support students to remain calm. However, inadequate learning takes place in other lessons when activities do not take enough account of students' prior learning or when the pace of teaching is too slow. The curriculum has been extended to include business administration and other vocational opportunities, for example in catering. Partnerships with colleges offer additional opportunities. However, the curriculum is not yet sufficiently robust to ensure that it is consistently challenging for students and meets their particular needs and priorities. Leaders and managers have not ensured that changes are systematically leading to improved outcomes for students.

These are the grades for the sixth form

Overall effectiveness of the sixth form	4
Taking into account:	4
Outcomes for students in the sixth form	4
The quality of provision in the sixth form	4
Leadership and management of the sixth form	4

Overall effectiveness of the residential experience

The overall effectiveness of the residential provision is inadequate due to areas of ineffectiveness with safeguarding procedures, particularly relating to health and safety arrangements. The welfare of students and leadership and management of the residential experience are, therefore, also inadequate.

Outcomes for residential students are good. In the residential provision, the students themselves feel safe and protected by staff. There are very good relationships with staff and the residential students feel relaxed and comfortable in staff's presence. As a consequence, students develop increased self-esteem, independence and confidence. They are very happy and enjoy meaningful experiences through broad-ranging activities. These help them develop their talents and skills, and build up new interests. Building up life skills is positively embraced and increasing confidence prepares students for transition to adulthood.

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The quality of care in residential provision is satisfactory. There is clear communication between the residential provision and school. Staff work in both settings, enabling a better understanding of individual needs over a 24-hour period. Catering arrangements for residential students after the school day are good with a clear focus on learning the life skills needed for adult life. Staff in the residential setting have appropriate training to deliver health care, with plans in place for further training. Medication protocols are in place.

Aspects of the residential accommodation are unattractive and work has already begun to improve this. Redecoration and refurbishment have begun with input from the students about colour schemes and choice of furniture. A residential house, although not currently being used, is unsuitable as its layout means that staff would need to share toilet and washing facilities with students. This would compromise safeguarding and students' privacy should the house be brought back into use in the future. The security of the residential provision is good. Students are encouraged to keep in contact with families and friends and invite family to dinner. Email and telephone enable students to have unrestricted contact with family and friends. Contact details for help lines are in place and visible, except for the contact details of the Children's Rights Director.

Students' safety is inadequate. Health and safety procedures are disorganised. The school is fully aware of this and, due to staff changes, has put in place interim arrangements. However, these have not been effective and there are serious gaps. The residential students are confident in what action to take if a fire occurred and regularly take part in fire evacuation drills. However, there is no up-to-date whole-school fire risk assessment. A recent electrical service identified many unsatisfactory electrical installations. There is no evidence to suggest recommendations made in 2010, following a school grounds audit and risk assessment, have been met. Records are not easily accessible; checks are poorly recorded, some not at all.

In the residential provision, the effectiveness of behaviour management is good with no physical interventions, sanctions or missing persons and no incidents of bullying. The current missing young person policy does not refer to the local Runaway and Missing from Home and Care protocols. The forms for recording physical interventions and sanctions do not enable staff to monitor the effectiveness of strategies.

Recruitment procedures are sound, ensuring that all staff are safe to work with children, with key staff having received safer recruitment training. The school works closely with child protection agencies.

Staffing numbers, experience and gender mix are good. Suitable numbers of staff are on duty at all times. Residential students know who is on duty and how to seek assistance at night time if necessary. Not all staff have mandatory training. Some do not have fire training, medication administration training or specialist autism training to support their practice. There is a sound complaints policy in place that parents and carers and residential students can access. There have been no complaints recorded

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in the residential provision since the last inspection. Residential students are treated with equality and fairness and guided to develop non-discriminatory views and behaviours.

The residential provision is managed by an experienced member of staff who is ambitious to make changes quickly. He has made excellent links with local authorities and continues to create further links with colleges to engage mentors for the young people.

The school does not meet all the statutory national minimum standards (issued by the Department for Education and updated in September 2011) to support schools in developing their approaches towards meeting the welfare needs of individual children in residential provision. The details of the requirements needed to meet these standards are set out below. The school has addressed fully five of the seven recommendations made at the last inspection. One, namely the refurbishment of the kitchen, has been partially met. One recommendation has not yet been addressed; the risk assessment of the whole grounds has been carried out but there is no evidence to suggest that actions have been acted on or followed up.

National Minimum Standards

The school must meet the following national minimum standards for residential schools.

- Accommodation for children complies with any requirements set out in regulations relating to school premises (as referenced in 'Residential Special Schools National Minimum Standards'), is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any children with restricted mobility. Toilet and washing facilities provide appropriate privacy for children. The accommodation contains suitable specialist facilities to support children whose disabilities require them. (NMS 5.1).
- Staff are equipped with the skills required to meet the needs of the children as they relate to the purpose of the setting. Training keeps them up-to-date with professional, legal and practice developments and reflects the policies, legal obligations and business needs of the school. (NMS 19.1).
- A written record is kept of major sanctions and the use of any physical intervention. Records may include the information in Appendix 2 (Residential Special Schools National Minimum Standards) - 'use of physical restraint'. The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice. (NMS 12.6).

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- The school identifies at least one person other than a parent, outside the residential and teaching staff, who children may contact directly about personal problems or concerns at the school. The school ensures that children know who this person is, and how to contact them. Children are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Children's Rights Director, to ring in case of problems or distress. (NMS 2.2).
- The school's procedures are compatible with the local Runaway and Missing from Home and Care (RMFHC) protocols and procedures applicable to the area where the school is located. Where children placed out of authority go missing, the Head of Care follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority. (NMS 15.7).
- The school has regard to guidance issued by the Secretary of State 'Health and Safety: Department for Education Advice on Legal Duties and Powers for Local Authorities, Headteachers, Staff and Governing Bodies' (as referenced in 'Residential Special Schools National Minimum Standards'). (NMS 6.2).
- The school complies with the Regulatory Reform (Fire Safety) Order 2005 (as referenced in 'Residential Special Schools National Minimum Standards') and any requirements set out in regulations relating to school premises. (NMS 7.1).
- The school has, and implements, appropriate policies for the care of children who are unwell. These include first aid, care of those with chronic conditions and disabilities, administration of medicines and dealing with medical emergencies. The provision of accommodation for children who are unwell has regard to any requirements set out in regulations relating to school premises. (NMS 3.6).
- New staff undertake the Children's Workforce Development Council's induction, beginning within 7 working days of starting their employment and completing training within 6 months. (NMS 19.3).
- The school has regard to guidance issued by the Secretary of State 'Health and Safety: Department for Education Advice on Legal Duties and Powers for Local Authorities, Headteachers, Staff and Governing Bodies' (as referenced in 'Residential Special Schools National Minimum Standards'). (NMS 15.6).
- The school has and consistently implements a written policy on managing behaviour, including promoting good behaviour. This policy includes: measures to combat bullying and to promote positive behaviour; school rules; disciplinary sanctions; when restraint is to be used; and arrangements for searching children and their possessions. (NMS 12.1).
- The policy complies with relevant legislation and guidance and is understood by staff and children (as referenced in 'Residential Special Schools National

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Minimum Standards'). (NMS 12.2).

These are the grades for the boarding provision/These are the grades for the residential provision

Overall effectiveness of the residential experience	4
Outcomes for residential students	2
Quality of residential provision and care	3
Residential students' safety	4
Leadership and management of the residential provision	4

Views of parents and carers

Most parents and carers who responded to the questionnaire feel that their children enjoy school and they are happy with their experience. A small minority expressed concerns about the ways in which the school addresses unacceptable behaviour and whether their child is making enough progress. The inspection looked at these issues in detail and the conclusions are detailed in the report. A few parents and carers made written comments, a proportion praising the school, particularly its communication and approach to dealing with issues, including bullying, with a similar proportion critical of the same issues. Inspectors followed up these issues with students and staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heathermount 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 15 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	33	7	47	1	7	1	7
The school keeps my child safe	6	40	7	47	0	0	2	13
The school informs me about my child's progress	7	47	6	40	1	7	0	0
My child is making enough progress at this school	5	33	6	40	2	13	1	7
The teaching is good at this school	8	53	4	27	2	13	0	0
The school helps me to support my child's learning	6	40	5	33	3	20	1	7
The school helps my child to have a healthy lifestyle	6	40	8	53	0	0	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)	7	47	5	33	2	13	1	7
The school meets my child's particular needs	8	53	5	33	0	0	1	7
The school deals effectively with unacceptable behaviour	6	40	5	33	2	13	2	13
The school takes account of my suggestions and concerns	7	47	7	47	1	7	0	0
The school is led and managed effectively	7	47	7	47	0	0	0	0
Overall, I am happy with my child's experience at this school	9	60	4	27	0	0	2	13

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



16 October 2011

Dear Students

Inspection of Heathermount, Ascot SL5 9PG

Thank you very much for making us so welcome when we inspected your school recently. We were privileged to meet with you and hear about what you said about Heathermount. We were very impressed by your school's grounds that you help to keep so beautifully and the plans to make the school buildings better.

Many of you told us that you feel safe at school and Heathermount has made a difference to your behaviour. We saw the positive relationships many of you have with the adults who care for you.

We judged, however, that many of you are not making enough progress in your learning. We decided therefore that your school requires 'special measures'. This means the school must tackle its weaknesses urgently and inspectors will visit every few months to see how the school is getting on.

The school needs to improve:

- your learning and progress
- the quality of teaching and the curriculum, particularly making sure that the work you are given is appropriately challenging
- supervision at lunchtimes and the way staff help you to improve your behaviour, particularly if this is challenging
- the quality of leadership and management
- aspects of the residential provision so it meets the nationally expected standards.

All of you can help to improve your learning by working hard in all lessons. I wish you and the school every success.

Yours sincerely

Stephen McShane
Her Majesty's Inspector

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