

Hatton School and Special Needs Centre

Inspection report

Unique Reference Number	102881
Local Authority	Redbridge
Inspection number	376778
Inspection dates	17–18 November 2011
Reporting inspector	David Smith

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

Type of school	Special School
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair	Steven Price
Headteacher	Sue Blows
Date of previous school inspection	8 July 2009
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Introduction

This inspection was carried out by two additional inspectors. In total, 16 lessons were observed and 14 teachers were seen. Meetings were held with senior leaders, teachers, pupils and members of the governing body. The inspectors observed the school's work, looked at the safeguarding documents, a range of other documentation, pupils' work and teachers' records. They scrutinised questionnaire returns from pupils, staff and 77 parents and carers.

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

- The effectiveness of the school's arrangements for safeguarding, especially for the most vulnerable pupils with special educational needs and/or disabilities.
- The effectiveness of leadership across the school, including the contribution of team leaders to school improvement.
- The level of challenge in teaching and learning, and the effectiveness of the deployment of the learning support assistants.
- The effectiveness of the school's provision in meeting the pupils' often complex needs.

Information about the school

Hatton School and Special Needs Centre caters for students with mild or severe learning difficulties and/or disabilities. A large majority of the pupils have additional needs relating to autistic spectrum conditions. Most pupils have a statement of special educational needs while a few pupils are placed at the school for assessment. The number on roll includes 23 children in the Early Years Foundation Stage including Reception-aged children. There are four times as many boys as girls on roll. A few pupils are from White British backgrounds with the majority from an Asian background. Just over a third of the pupils are known to be eligible for free school meals. The school has a range of awards including Investors in People, Healthy School status and a Rights Respecting School awarded by UNICEF. The school offers an outreach service to pupils with special educational needs and/or disabilities in local mainstream schools.

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

The overall effectiveness of Hatton School and Special Needs Centre is good. It is a cohesive and harmonious community guided by outstanding care, guidance and support; this underpins the good outcomes for pupils.

Self-evaluation is good because senior leaders have a detailed understanding of the school's strengths and areas for development which is helping to drive forward continual improvement. The team leaders are making a positive contribution to school improvement. The governing body provides a blend of support and challenge to school leaders. The views of pupils, parents and carers make a very positive contribution to school improvement. Taking all of this into account, the school has a good capacity to improve because leaders have consolidated and improved on previous performance. Leaders and managers embed ambition.

Teaching is effective and the pupils enjoy activities; as a result, they make good progress in their learning. The staff are enthusiastic and work well as a team. The learning support assistants provide a balance of support and challenge to the pupils' learning. The rigorous use of assessment information ensures that the pupils are effectively challenged at each stage of their education. However, occasionally, daily lesson plans do not clearly state challenging and easily measurable learning objectives. This contributes to satisfactory rather than good progress in a small minority of lessons. Overall, pupils make good progress in their English, mathematics and science.

The pupils respond well to active and practical work. The good curriculum is enriched by the provision of a wide range of activities and visits, which help to engage the pupils in their learning. Teaching, learning and achievement are good in the Early Years Foundation Stage.

A high priority is placed on the pupils' safety and well-being. Relationships are excellent and pupils' behaviour is outstanding. Links with parents and carers and a wide range of agencies are also outstanding. There is, however, a small exception to this. Despite the school's continuing efforts, a very few pupils arrive late for the start of the school day due to minibuss transportation difficulties and this leads to a loss of learning time. Leaders, correctly, maintain a focus on improving this.

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What does the school need to do to improve further?

- Make full use of all of the available time for learning by:
 - working with the transportation company to ensure that the pupils arrive at school promptly in the morning, so that they are ready to start their lessons on time.
- Improve teachers' lesson planning and pupils' learning by improving the consistency in the way that teachers use precise and challenging learning objectives.

Outcomes for individuals and groups of pupils

2

The pupils make good progress, enjoy their learning and achieve well. Their targets are matched to their individual needs and are ambitious. Pupils' progress is linked to their individual special educational needs and/or disabilities and there is no variation in progress linked to gender or ethnic backgrounds. The pupils in public care achieve in line with their peers. The pupils make marked progress in their communication skills and personal development. This allows them to make good progress in other aspects of their learning.

In a lesson observed during the inspection, older pupils made good progress in selecting their materials to make Christmas cards. They used a range of communication skills to indicate their preferences and worked with increased independence. A group of Year 4 pupils showed increased confidence and good progress in their number work. Younger pupils were fully engaged and enthusiastic in a lesson where they developed their early reading skills.

The pupils thoroughly enjoy school and this is reflected in their very positive responses in the survey of their views. Attendance is above average, although medical treatments can hamper even better attendance. They are prepared well for the next stage of their education. Pupils take increased responsibility for their own behaviour and they respect each other. Consequently, the pupils feel extremely safe in school. The majority of pupils adopt healthy lifestyles and enjoy taking part in a wide range of physical activities. This has been recognised within the national award that the school has gained. Lunch is a very pleasant social occasion. Pupils take a full and active part in their community and this is reflected in the school's award as a Rights Respecting School. The school council has helped to design the school's logo and judge the pupils' Christmas card competition.

The whole-school assemblies are memorable as, for example, the pupils join in a celebration of each other's achievement. Dance and performing arts are particular success areas for the pupils and extend their cultural development. The after-school activities provide good opportunities to enhance the pupils' social development, while

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their residential trips are a highlight of the school year and make a positive impact on the pupils’ moral and social 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	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	2

How effective is the provision?

The staff team work well together and effectively motivate the pupils to make good progress. The pace of learning is good and expectations are high. There is a particularly good focus on promoting the pupils’ communication skills to ensure that they can access learning. The learning support assistants make a valuable contribution to pupils’ progress. In lessons, staff use music and new technology effectively to settle the pupils and promote their learning. The pupils are calm and purposeful which enables good progress. Skilled speech and language support is provided in class by a specialist and this helps to promote good progress. The collection, evaluation and use of assessment are good. However, in a very small minority of lessons, learning objectives are too vague and do not focus on short-term learning goals, and this hampers progress from being even better.

The curriculum is effectively tailored to meet the complex needs of individuals and groups of pupils. The school has responded well to the challenges of educating an increasing number of pupils with autism. It provides clear structures for these pupils but also ensures that the curriculum is stimulating. The good enrichment and extension activities provide valuable opportunities to enhance learning. Pupils look forward to taking part in the popular lunchtime and after-school activities. Displays around the school celebrate the pupils’ achievement and highlight their involvement

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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in a wide range of activities and visits. When appropriate, pupils have opportunities to share their learning with mainstream peers on a full- or part-time basis. On occasions, the school transport for a very small minority of pupils arrives late, leading to a loss of learning time.

Outstanding care, guidance and support are embedded in the school’s work and these help the pupils to form friendships and make good progress in learning. Members of staff know the pupils very well and effectively provide a blend of support and challenge to enable them to access a good range of inclusive activities. Professionals with a wide range of expertise are thoroughly integrated into the work of the school and ensure that pupils’ individual needs are extremely well met. Challenging behaviour is managed consistently and with sensitivity. The transition arrangements for pupils at all stages in the school are effective. Almost all parents and carers are confident that the school helps to support their children’s learning.

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?

The headteacher provides clear and purposeful leadership and is well supported by other senior leaders. Self-review is rigorous and the development of the role of the team leaders is having a positive impact on improving monitoring and strategic planning across the school. The staff team is committed to an ambition for continual improvement and strongly advocates equality and the celebration of diversity, a fact acknowledged by the Investors in People award. The school is particularly good at providing opportunities for learning support assistants to qualify as teachers. Good performance management procedures provide a clear for staff training and development but additional training is required in the use of information and communication technology.

The governing body provides a good balance of support and challenge in the drive for continual improvement. The school’s safeguarding procedures are robust and ensure that the needs of vulnerable pupils and those with complex needs, are well met. Staff are especially skilled at helping pupils to understand about being safe in the wider world through curriculum activities. Training of all staff, in particular for child protection, is of good quality.

The school’s work with a wide range of partners is excellent, which is reflected in their outstanding provision of outreach support for pupils in mainstream schools. The

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school’s outstanding work with families helps to establish excellent relationships with parents and carers. The school plans and promotes its approach to community cohesion well. A strong feature is the inclusion of pupils, parents and carers so that they all feel valued and part of the school community.

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	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage due to good teaching and learning. The well-organised educational programmes reflect the varied experiences that meet the needs of the children well. This ensures that they make good gains in their learning and in the development of skills that will help them in the future. Children are beginning to show good levels of independence, curiosity and concentration. Imaginative role play fully engages pupils in creative development. Also, children develop good control, concentration and perseverance when using computers. They develop a good understanding and use of pictorial symbols to aid their communication. Good teaching is rooted in a knowledge of how young children learn and develop. Staff are skilled and sensitive in the management of children and their behaviour. Occasionally, progress is satisfactory because the lesson planning does not have individual, specific learning objectives for each session. Relationships are excellent and children show they feel safe through the confidence they have in the staff, all of whom provide outstanding care, guidance and support. The highly effective partnerships between the school, parents and carers, and other agencies ensure the children’s individual needs are met and that safeguarding procedures are good. The team leader and staff team are committed to improvement, and demonstrate a strong commitment to equality and to the celebration of diversity.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A high percentage of parents and carers returned the questionnaires. The vast majority of parents and carers gave positive responses to almost all of the sections of the questionnaires. Typical comments from parents and carers include, 'Since coming to the school my child has been very happy and calm' and 'The school has been a great support to the family.' Only a very few feel that their children are not making good progress or meeting their child's particular needs. During the inspection, inspectors found that all groups of learners make good progress and the school meets pupils' needs very well because the quality of care, guidance and support is outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatton School and Special Needs Centre 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 136 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	78	16	21	0	0	0	0
The school keeps my child safe	61	79	13	17	1	1	0	0
The school informs me about my child’s progress	63	82	12	16	1	1	0	0
My child is making enough progress at this school	44	57	28	36	2	3	1	1
The teaching is good at this school	56	73	15	19	0	0	1	1
The school helps me to support my child’s learning	44	57	26	34	1	1	1	1
The school helps my child to have a healthy lifestyle	45	58	26	34	0	0	1	1
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)	42	55	22	29	1	1	1	1
The school meets my child’s particular needs	58	75	13	17	2	3	1	1
The school deals effectively with unacceptable behaviour	49	64	23	30	0	0	0	0
The school takes account of my suggestions and concerns	45	58	26	34	1	1	1	1
The school is led and managed effectively	50	65	23	30	0	0	1	1
Overall, I am happy with my child’s experience at this school	56	73	18	23	0	0	1	1

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.



21 November 2011

Dear Pupils

Inspection of Hatton School and Special Needs Centre, Redbridge IG8 8EU

We enjoyed our visit to your good school and spending time looking at your work. Thank you for spending time with us, discussing your activities and views. We would like you to know that Hatton is a good school.

I was very impressed with the way that you all took part in and enjoyed the school assembly. It is clear that you enjoy attending school and we were very pleased with your outstanding behaviour; please keep this up! All of the staff work hard to ensure that you are looked after exceptionally well. You are taught well and take part in a wide range of activities and trips, which help you to make good progress. The school's very good links with other people, including your parents and carers, help you to make good progress in your learning and ensures that you are very well cared for.

Everyone is working hard to do their best for you. We have asked the headteacher, senior management team, staff and governors to make sure that you arrive at school on time in the mornings. We also want them to ensure that all of your activities in class are carefully planned.

All of you can help by ensuring that you attend whenever possible, work hard and maintain your particularly positive attitudes. I have asked the headteacher to read this letter out to you at one of your assemblies.

Yours sincerely

David Smith
Lead inspector

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