

Henry Tyndale School

Inspection report

Unique Reference Number	131559
Local Authority	Hampshire
Inspection number	381365
Inspection dates	6–7 December 2011
Reporting inspector	Kathleen (Kay) Charlton

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	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	118
Of which, number on roll in the sixth form	18
Appropriate authority	The governing body
Chair	Reverend Martin James
Headteacher	Rob Thompson
Date of previous school inspection	12–13 May 2009
School address	Ship Lane Farnborough GU14 8BX
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 14 lessons taught by 14 teachers. Meetings were held with a representative of the governing body, staff and pupils. The work of the school was observed and the inspectors scrutinised the school improvement plan, minutes of the meetings of the governing body and assessment information. Inspectors also looked at a range of other documentation, including that for safeguarding, and 78 questionnaires from parents and carers. In addition, the views expressed in a range of staff and pupil questionnaires were considered.

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

- The effectiveness of teaching in light of the range and complexity of pupils' needs in each class.
- The provision for students in the sixth form.
- The success of the school's specialist status in benefiting all pupils.
- The effectiveness of school leadership at all levels in maintaining the very high quality of provision seen during the previous inspection.

Information about the school

Henry Tyndale School is a special school catering for pupils with complex and severe learning difficulties that are often linked with health needs. Many are on the autistic spectrum and a minority has physical disabilities. All have a statement of special educational needs or are in the process of being assessed for one. Pupils come from a wide geographic area and are mainly from White British backgrounds. An increasing minority are from minority ethnic backgrounds, particularly Asian British. The proportion of pupils known to be eligible for free school meals is above average. Children in the Early Years Foundation Stage are taught in the Early Years Class. The school has Healthy Schools status, and Activemark, Sportsmark and Investor in People (IiP) awards. It gained specialist status for Learning and Cognition in September 2010 and provides outreach support to 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?

1

The school's capacity for sustained improvement

1

Main findings

Henry Tyndale provides an outstanding education for its pupils. Exemplary care, guidance and support provided by all staff ensure pupils make excellent progress and are extremely well prepared for the next stage in their lives. The school's systems for behaviour management are operated consistently by all and are very carefully monitored. As a result, behaviour is outstanding. Many pupils have complex medical needs and it is a tribute to the highly effective systems for promoting attendance, as well as to pupils' enjoyment of school, that attendance is above average. Pupils contribute extremely well to the school and the wider community, and indicate that they feel totally safe and secure because safeguarding procedures are exemplary. The school's specialism is used to advantage to ensure the curriculum is tailored very carefully to meet individual needs and underpins pupils' outstanding spiritual, moral, social and cultural development. The opportunities for physical activity are particularly effective in helping pupils to adopt a healthy lifestyle.

Teaching and learning are outstanding overall and in all key stages, including the Early Years Foundation Stage and the sixth form, there are many examples of exemplary practice. Teachers and support staff establish excellent relationships with the pupils and they provide very high quality support for their personal development. The school's systems for tracking pupils' progress, and for setting challenging targets, are extremely effective and staff use this information to advantage to ensure that teaching meets the range and complexity of pupils' needs in each class. They also use it very successfully to build pupils' confidence by making it clear to them how well they achieve.

The school has excellent capacity to sustain improvement in the future. The headteacher is supported by a highly effective senior leadership team and, together, they inspire the school community to meet ambitious targets. They have ensured that the outstanding quality of provision seen at the previous inspection has not only been maintained but improved; for example, provision in the sixth form is now excellent. Rigorous self-evaluation, high quality professional development and extremely effective teamwork across the teaching, support and administrative staff underpin the school's continuing improvement. Leaders at all levels are very effective. They show a strong commitment to always wanting the best for the pupils and, since the previous inspection, have taken on increased responsibility for whole-school development with enthusiasm. The governing body is clear about the strengths and weaknesses in the provision and challenges the school to achieve its best with 'good is not good enough' as its guiding principle. The partnerships with

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parents and carers and other professionals are outstanding in helping to meet pupils' needs and in supporting the school in its drive to improve even further. The school promotes community cohesion very well at local and national levels. It is aware that it does not do all that it might to help pupils learn about others in a global context and has rightly identified this as an area for improvement.

What does the school need to do to improve further?

- Extend its work on community cohesion so that pupils learn more about others in a global context.

Outcomes for individuals and groups of pupils

1

All pupils, regardless of their background, ability or special educational needs and/or disabilities, thoroughly enjoy learning and achieve extremely well. They gain a wide range of nationally recognised accreditation by the time they leave. A strong focus on the development of pupils' skills in communication and numeracy has a significant and positive impact on their achievements across all areas of their learning. Seamless use of signing, symbols and communication aids across the school ensures that all pupils are fully engaged in lessons regardless of their difficulties. The system for identifying each small step in learning is extremely successful in supporting pupils in reviewing their own and each other's achievements and greatly enhances their understanding. This detailed approach, seen in a literacy lesson with junior-aged pupils based on the book 'One Snowy Night', was typical of the highly effective learning that was observed across the school.

Pupils enjoy making healthy meals and snacks and appreciate the healthy school lunches. Along with a very rich physical education programme, including extremely effective occupational therapy and physiotherapy sessions, this ensures that their appreciation of the need for a healthy lifestyle is of the highest order. This is recognised by the school's Healthy Schools status as well as the Activemark and Sportsmark awards. Through work such as gardening at a nearby abbey, singing for older people and working with a nearby sixth form college on drama productions, pupils make an excellent contribution to their community. This is reinforced through opportunities in school to help each other by carrying out tasks such as taking registers around the school, acting as school council members and older pupils reading stories to younger ones. The focus on the development of communication, numeracy and information and communication technology skills, linked to the provision of regular work experience for all pupils, ensures that all are extremely well prepared for life after school. Staff are excellent role models and all pupils show great awareness of the need to help and support each other regardless of their own difficulties. They make excellent progress in developing understanding of their own feelings and emotions as well as those of others.

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These are the grades for pupils' outcomes

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

How effective is the provision?

The extremely supportive relationships established by staff with their pupils are further strengthened through individual mentoring and tutorial sessions. Teachers have excellent subject knowledge and in their planning they clearly identify the needs of each individual so that these are met in the lesson extremely well. They use resources, including computer-based interactive technology, to great effect to interest and engage pupils. They employ the widest range of teaching approaches to successfully challenge and elicit responses from their pupils. This was evident in a mathematics lesson about shape for pupils with profound and multiple learning difficulties, where teaching and consequently learning were of the highest order. Across the school, teachers make particularly effective use of their teaching assistants in moving forward pupils' learning.

Since the previous inspection, the school has extended the range of vocational and work-related opportunities and has gained specialist status for cognition and learning. The provision fully meets pupils' needs and aspirations. The extremely strong partnerships with colleges and training providers are particularly effective in this context for the older pupils. The focus on raising pupils' self-esteem and confidence through the development of their communication skills is the cornerstone of the school's work, and promotes the excellent development of pupils' personal skills as do the many visitors to and visits out of school, particularly the residential

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.

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visits.

Staff are prepared to 'go the extra mile'. They make sure that all pupils, including those who join at different times during the year, settle quickly and happily into school life. Transition arrangements, for those moving into the school and for those who go on to further education or training, contribute extremely well to reducing pupils' anxieties. The highly consistent and successful approach taken by all staff to behaviour management ensures that pupils' attitudes to school are excellent. Staff spend time listening to pupils, giving them advice and promoting their well-being to overcome difficulties in their personal circumstances. Pupils are given excellent guidance about careers and opportunities that are available when they leave the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides outstanding leadership. He has an extremely clear vision of how the school should develop and is very ably assisted by the senior leadership team. Together they have ensured that highly effective systems have been implemented to determine pupils' attainment on entry, set challenging targets and monitor pupils' progress at an individual and whole-school level. These systems provide extremely high quality information and identify pupils who are in need of extra support. They also give an overview of the school's performance in relation to schools nationally. Staff work together as a highly effective team and this is reflected in the school's Investor in People award. All are clear about what they need to do to improve their own practice and approach whole-school developments with a strong sense of purpose.

The governing body makes an excellent contribution to the school and is influential in determining its strategic direction. It is very effective in challenging the leadership by using the school's high quality information to check that its performance is as good as it can be. An extremely strong feature of the provision is the partnerships which have been established with other professionals, particularly those in social care and health sectors, which are especially effective in reducing pupils' feelings of isolation and enhancing their self-esteem. The school's excellent partnership with parents and carers ensures that they are fully involved in their children's education. All staff ensure that parents and carers have full and regular information about all aspects of

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each pupil’s progress. They use the home/school diary, make telephone calls and send e-mails to parents and carers often daily, not just about things which may not have proceeded according to plan, but celebrating activities that have gone well.

Through its work, the school successfully challenges discrimination and ensures that all pupils, including those who are most vulnerable because of their personal circumstances, have extremely effective opportunities to develop the skills they need to succeed in their lives after school.

Safeguarding and child protection are a high priority for all and are extremely rigorous. Risk assessments are very thorough, reflecting the highly effective systems for managing behaviour and the school’s concern for each child’s safety. The school is a leader of practice in the way it uses information and communication technology to support this area. The school’s promotion of community cohesion is good and the impact of its work is felt strongly within the school community, with those of different backgrounds getting on extremely well together. It has undertaken a clear analysis of its religious, ethnic and socio-economic context and has rightly identified the need to extend pupils’ understanding of others beyond the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

As a result of the outstanding provision, including excellent assessment, children make significant gains in their learning. They show curiosity in the wide range of rich and imaginative experiences. All develop their independence extremely well. Relationships are very strong and the children feel safe and demonstrate exceptionally positive patterns of behaviour. Leadership makes highly effective use of

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resources, including training, to ensure that individual children’s needs are met. The working partnerships with parents and carers as well as other professionals are a key factor underpinning children’s excellent achievements.

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

Sixth form

The overwhelming majority of students stay on into the sixth form and the school provides a seamless progression and prepares them extremely effectively for life after school. There has been a strong focus on improving the provision and it now fully reflects the excellent practice seen in the main school. Teaching and learning, the curriculum and the care, guidance and support provided by staff are second to none. As a result, students make outstanding progress and achieve extremely well. Leadership and management are highly effective in ensuring that all aspects of sixth-form life are focused on giving students the best possible start to their lives.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

Seventy eight parents and carers returned the questionnaire, which is well above average for a school of this type. In addition, the inspectors considered information derived from the school’s own surveys. Parents and carers are overwhelmingly positive in their views about the school. As one said, ‘This school is fantastic and the level of commitment from all staff is remarkable.’ Another said, ‘Amazing, fantastic not one fault.’ The inspection shows that such comments are very well founded. The very small number of concerns raised by parents and carers were largely about matters that are beyond the remit of the school, notably that they were concerned with the reduction in time allocated to the school for speech and language therapy.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henry Tyndale 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	90	8	10	0	0	0	0
The school keeps my child safe	69	88	9	12	0	0	0	0
The school informs me about my child’s progress	70	90	8	10	0	0	0	0
My child is making enough progress at this school	62	79	13	17	2	3	0	0
The teaching is good at this school	70	90	6	8	0	0	0	0
The school helps me to support my child’s learning	66	85	11	14	1	1	0	0
The school helps my child to have a healthy lifestyle	64	82	14	18	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)	59	76	15	19	0	0	0	0
The school meets my child’s particular needs	70	90	6	8	0	0	2	3
The school deals effectively with unacceptable behaviour	65	83	11	14	0	0	0	0
The school takes account of my suggestions and concerns	70	90	6	8	2	3	0	0
The school is led and managed effectively	68	87	9	12	0	0	0	0
Overall, I am happy with my child’s experience at this school	69	88	8	10	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.



8 December 2011

Dear Pupils

Inspection of Henry Tyndale School, Farnborough, GU14 8BX

We really enjoyed coming to inspect your school. We judged that Henry Tyndale School gives you an excellent education. We could see that you are happy at school and you make great improvements in your confidence and self-esteem. Teaching is outstanding and you make excellent progress and gain a range of qualifications that help you move on very successfully to the next stage of your lives. The school keeps you extremely safe and there is always someone to look after you and give you support. Your behaviour is excellent and you are keen to attend.

You told us that you like visits out of the school, particularly those where you stay away from home overnight. We know that you like football, curling, canoeing and climbing. You enjoy physical education lessons and have extremely good understanding about keeping healthy. You help others very well indeed, for example by helping improve the grounds at the nearby abbey and by older pupils reading stories to younger ones. You learn a lot about how to make other people feel happy.

To improve Henry Tyndale in future we have asked the staff to help you learn more about the lives of people in other countries. You can all help by always trying your hardest.

Yours sincerely

Kay Charlton
Lead inspector

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