

# Hatch End High School

Headstone Road, Harrow, HA3 6NR

**Inspection dates** 7–8 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students thrive in this school because they are considerate of one another and get on well. Their behaviour in lessons and around the school is good.
- Good teaching enables students to achieve at least well from their starting points. Their GCSE attainment is broadly in line with that found nationally and is improving quickly.
- Disabled students, including deaf students, and those who have special educational needs make very good progress because of the focused support they are given.
- The curriculum meets the needs and interests of students very well. It is flexible and expertly planned for students to personalise their programmes so that they are prepared well for the next stage of their lives.
- The sixth form is good because students make good progress from Key Stage 4. Students choose from an increasingly wide range of subjects. They are strong role models for younger students and play a very full part in school life.
- Leadership and management are good. The headteacher has high expectations for the school. She has successfully strengthened systems to ensure that its work is monitored closely and the information used to drive improvement.
- Senior leaders and governors know what has to be done to sustain the gains in teaching and students' achievement in this rapidly improving school.
- Students' spiritual, moral, social and cultural development is promoted extremely well so that students respect each other's views and say that they feel safe.

### It is not yet an outstanding school because:

- Although they make good progress, boys and the highest-attaining students make a little less progress than other groups so that their attainment is in line with rather than above national averages.
- Teachers do not always set work that is challenging enough, particularly for the most-able students.
- The new marking policy is not implemented consistently by all teachers so that some work is not marked regularly enough and not all teachers give students time to think about and improve their marked work.

## Information about this inspection

- Inspectors observed 57 lessons, some of which were joint observations with members of the senior leadership group.
- Meetings were held with four student groups, including a sixth form group, school leaders and staff, as well as with representatives of the governing body and the local authority.
- Inspectors observed the school's work and attended an assembly. They scrutinised students' work, progress data, evaluation and development documents, information about how the school cares for and protects students and staff, and records relating to behaviour and attendance.
- The inspection team took account of 34 responses to the online Parent View survey submitted prior to and during the inspection, together with questionnaires completed by staff.

## Inspection team

Helen Hutchings, Lead inspector

Additional Inspector

David Davies

Additional Inspector

Cliff Mainey

Additional Inspector

Sulina Piesse

Additional Inspector

Gill Walley

Additional Inspector

## Full report

### Information about this school

- Hatch End High School is a larger than average-sized secondary school with more boys than girls.
- About three-quarters of students are from minority ethnic groups, the largest group being from a variety of Asian backgrounds. Almost half of the students speak English as an additional language which is a higher proportion than in most schools.
- The proportion of students who join the school at times other than in Year 7 is higher than the national average.
- The proportion of students for whom the school receives the pupil premium (additional government funding for students known to be eligible for free school meals, those who are looked after by the local authority and children of service families) is high.
- Around a quarter of students in Years 7 and 8 benefit from the nationally funded catch-up programme.
- The school runs a local authority funded unit for up to 12 secondary-aged students with profound hearing impairment. There are currently eight on roll, and they are supported within the main school for most of their lessons.
- The proportion of disabled students and those with special educational needs supported through school action is above that found in most schools. The proportion supported at school action plus or with a statement of special educational needs is high.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- A few students attend alternative provision, including vocational programmes at the local skills centre. Some attend the Jubilee Academy, a school opened in September 2013 sponsored by a group of seven local academies to support vulnerable students who would benefit from education in a smaller school.
- The sixth form is run in collaboration with other local schools and further education colleges. The vast majority of students follow all their programmes within the school.
- Hatch End High School converted to become an academy school on 1 August 2011. When its predecessor school, Hatch End High School, was last inspected by Ofsted in February 2009, it was judged to be good overall. Previously, the school held performing arts specialist status.

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

- Increase the amount of good and outstanding teaching so that students make more progress in lessons, particularly boys and the most-able, by making sure that all teachers consistently:
  - set work which is closely matched to what students already know and can do so that they are all suitably challenged and their learning is well paced
  - mark work regularly
  - give students opportunities to respond to the improvement points made when their written work is marked.

## Inspection judgements

### The achievement of pupils

is good

- The attainment of students entering the school has been broadly average since 2011, although before then their attainment was below average.
- Students make above average progress in English, mathematics and science. In 2012, students' attainment, as measured by the proportion gaining five GCSE A\* to C grades including English and mathematics, was in line with the national average. Action taken to address areas of weakness has been effective so that students' overall attainment in 2013 rose over the previous year and their results were more even across subjects. The school's tracking information shows that this trend is set to continue.
- All groups of students do well, including those who join part-way through their secondary education, showing the school's strong commitment to ensuring equality of opportunity for each student. Any difference between the performances of different groups is identified and addressed quickly. Even so, boys and the most highly-attaining students on entry have made less rapid progress than others.
- Those students supported by extra national funding, including those eligible for Years 7 and 8 catch-up funding, progress well because programmes in English and mathematics are closely tailored to meet their needs and effectively reduce the gaps in their knowledge and skills.
- Students eligible for the pupil premium get much better results than similar students nationally. The school successfully reduces the attainment gap between these students and others in the school as they move up through the school. In 2012 and 2013, there was a difference of just over a third of a GCSE grade in both English and mathematics, where the gap nationally was over a grade in 2012, the latest year for which nationally comparative data are available.
- In the sixth form, students, including those whose circumstances make them vulnerable, make faster progress than students nationally from below average starting points. Although there is some variation from year to year, their good achievement is seen in A-level and BTEC results which are in line with those achieved nationally.
- Disabled students and those who have special educational needs, including those who are deaf, and students who speak English as an additional language make very good progress. This is a result of the effective identification of their needs and the focused range of interventions which help them to develop confidence in their own abilities.
- The school enters some students for a few GCSE examinations before the end of Year 11. The overall rise in students' attainment suggests that this practice has had a positive impact. Students now begin some of their GCSE courses in Year 9, and lesson observations show that they are sufficiently mature to follow their chosen programmes successfully.
- The school monitors the progress of students attending the alternative provision closely. It is too soon to assess the impact of the provision on those at risk of exclusion who attend the Jubilee Academy. In the past, those attending vocational courses at the skills centre have successfully moved into post-16 provision at college. The school has a strong record in ensuring that very few students leave the school without moving into further education, employment or training.
- Reading and literacy are promoted effectively in a variety of ways, including book clubs, the involvement of sixth form students as mentors, the introduction of Latin for more-able students and a focus on strengthening students' writing skills. As the result of a whole-school priority, highly effective practice was observed in some subjects, for example in history, and the approach is now being extended to the development of numeracy skills across the curriculum.

### The quality of teaching

is good

- Teaching has many strengths but it is not outstanding because there is still some variation in quality.
- Teachers plan lessons well using a range of strategies and resources which make learning

engaging for students. For example, in a citizenship lesson, learning was made memorable for students and they learned very quickly because the teacher used strong visual images to illustrate the positive and negative impact of the media.

- Teachers have strong subject knowledge and use this effectively to interest students by the way they introduce ideas and use questions to consolidate and broaden learning. Teachers' questions are often targeted at individual students, signalling teachers' high expectations that all should sustain high levels of concentration throughout the lesson.
- Where teaching is less than good, this is sometimes because work is not matched to students' ability levels, with all students required to do the same tasks. As a result, the progress of the most-able students is often slowed because they are given tasks which are too easy before being given additional, more challenging work.
- Teaching assistants are trained well in their roles and work closely with teachers, so that they give valuable additional support to individuals and groups. Teaching assistants question skilfully and encourage students to do the work as independently as possible.
- Teachers, teaching assistants and other adults linked to the hearing impaired unit are well trained and knowledgeable so that students have the support they need to gain well from lessons. These students have the same challenging expectations of their progress as others and are fully engaged in learning alongside their peers so that they play a full part in school life.
- Although teachers effectively assess how well students are learning in lessons, and use this information to adjust tasks, their marking of students' work is more variable in quality. The school's good marking policy was developed in consultation with students, but it has only recently been introduced and is not yet consistently implemented. Consequently, some books are not marked frequently enough, and even when some teachers give detailed written feedback, they do not require students to follow up their advice or to correct spellings and grammar routinely. Where it is implemented fully, students are positive about how the 'Think Pink, Go Green' approach helps them to understand more clearly how to improve their work.

### **The behaviour and safety of pupils** are good

- Students have very good relationships with each other and with their teachers, showing a positive attitude to their work. They respond very well to the teachers' high expectations that they should listen to the views of others, so that lessons are rarely disrupted by misbehaviour. Even so, when a lesson lacks challenge or interest, students sometimes spend too long chatting rather than completing their work.
- The school's motto of CARE (cooperation, ambition, respect and equality) is embedded well in the students' understanding. Consequently, students feel safe to share their thinking because they know that their views are valued and that they work in an environment where any form of discrimination or harassment, including racial or homophobic attitudes, is not tolerated. Students said that the school has a 'cosy atmosphere' and is supportive of them.
- Students feel safe in school and have a good knowledge of how to look after themselves, including how to manage potential cyber and e-safety bullying. The 'thought for the day', peer-to-peer help and the work of the student anti-bullying steering group have all had a positive impact on students' understanding of personal responsibility and their personal development.
- Students' enjoyment of school is enhanced through the wide range of extra-curricular activities, including many linked to raising students' aspirations and developing particular interests, for example, drama, music, sport, Debate Mate, the Brilliant Club and the Duke of Edinburgh Award.
- Students appreciate that the school's behaviour management system is implemented rigorously and fairly, and value the support they are given when they are experiencing difficulties in their lives. A proactive approach to managing students' behaviour has reduced fixed-term exclusions to below national rates and gives students good support to ensure continuity in their learning.
- The school's robust promotion of the importance of attendance has resulted in significantly reduced absence over the last two years. Students' attendance is now in line with that found nationally.

**The leadership and management are good**

- The headteacher, ably supported by senior leaders, has galvanised the whole staff team with her high expectations and crystal clear view of how the school can improve the life chances of each and every student. She has introduced a range of programmes to raise staff and student aspiration. The success of these is reflected in improving student achievement year-on-year. The senior team is aware that there are still weaknesses in the achievement of boys and the most highly-attaining students.
- Senior leaders know the school's strengths and weaknesses well. They have introduced systems of evaluation at all levels and trained middle leaders so that actions are accurately identified to address key priorities for improvement.
- Teaching is effectively led and managed. Teachers have a range of opportunities to develop their skills, including regular in-house training and coaching programmes to share the best practice. The school plays a full part in the training of future teachers and leaders. Those in training and newly qualified teachers are supported well.
- The system to check on staff performance is thorough and targets for improvement are linked closely to incentives and pay progression. Teaching is evaluated regularly and shows teaching improving over time, although there are still some inconsistencies.
- The curriculum is very well matched to students' needs, with a range of pathways and flexibility which enable students to personalise their programmes. The raising-of-aspiration programmes and careers guidance ensure that students are aware of the range of career routes open to them after they leave school. Links with partner schools mean that sixth form students have access to an exceptionally wide range of courses. Students' experiences are regularly enriched by special events and there are opportunities to broaden their qualifications, for example in after-school music or artist-in-residence projects.
- Since receiving academy status, the school has continued to collaborate closely with other local secondary schools to share good practice. It commissions support from a range of external partners, including the local authority. The local authority gives good support for the school's ongoing evaluation and development, for example, through middle leader training, and the evaluation of literacy and students' personal development.
- **The governance of the school:**
  - Governors are closely involved in the life of the school and have an accurate grasp of its work and the quality of teaching. They understand how the school performs in relation to schools nationally and use this information to challenge staff where necessary.
  - Funding is allocated where it is most needed, for example to ensure that those students who are eligible for support through the pupil premium receive bespoke individual help, and spending is evaluated. Governors ensure that teachers' rewards are closely matched to their performance.
  - The governing body is representative of the multi-ethnic nature of the school, and plays a full part in canvassing parental views, for example through the satisfaction surveys governors conduct at parents' consultation evenings. These are similar to the outcomes of the Parent View questionnaire and show that parents and carers are supportive of the school, with few concerns raised.
  - Safeguarding arrangements are reviewed regularly to ensure that they meet current requirements. The school takes all reasonable steps to check that students are safe when attending off-site provision.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137204
<b>Local authority</b>	Harrow
<b>Inspection number</b>	429976

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,641
<b>Of which, number on roll in sixth form</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Garnons-Williams
<b>Headteacher</b>	Sue Maguire
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8428 9286
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