

# Haybrook College PRU

112 Burnham Lane, Slough, SL1 6LZ

## Inspection dates

9–10 June 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, supported by senior and middle leaders, is improving both students' achievement and the teaching. Students feel valued and are interested in their learning.
- Over time, teaching is good so that from low starting points students make good progress, particularly in English and mathematics.
- All Year 11, students gain appropriate externally accredited qualifications.
- Students' behaviour improves when they realise the school gives them a fresh start so they can achieve as well as possible. As a result, behaviour is good and students feel safe and secure.
- Students' spiritual, moral, social and cultural development is promoted well. They gain a good understanding of how people from different cultures contribute to life in modern Britain.
- Arrangements for safeguarding meet requirements and help to ensure students and staff are safe.
- Students enjoy a broad range of subjects that is appropriate for their academic and personal needs.
- Governors are passionate about the school. They have a good grasp of its work and are effective in helping to improve the quality of teaching and to raise students' achievement.

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

- Teachers do not always provide clear feedback to students about their work. Where the teachers' guidance is helpful, there are too few opportunities for students to act on it.
- The system for tracking students' personal and academic progress is new and it is too early to judge its full impact.
- Teachers do not always make clear to students what they are going to learn in every lesson.
- The coaching programme for teachers is not fully developed.
- Sometimes students rely too much on adults to support their learning and behaviour.

## Information about this inspection

- Inspectors observed students’ learning in 12 lessons or parts of lessons, all jointly with school leaders.
- Inspectors visited all four sites on which the school operates. Meetings were held with the school staff, the vice chair of governors, the Chair of the Trustees and a representative from the local authority. The inspection team also considered emails from three local headteachers who have placed students at Haybrook College.
- Inspectors observed the school’s work and looked at a number of documents. These included the school’s information on students’ progress, planning and monitoring documentation, the school improvement plans and the self-evaluation summary. Inspectors also reviewed safeguarding policies, records of checks on the suitability of staff and other adults, and behaviour and attendance records.
- There were too few responses to the online questionnaire, Parent View, for a meaningful analysis to be completed. Inspectors considered the school’s own survey of parents’ views. In addition, inspectors took account of the 53 responses to a questionnaire for members of staff.
- Inspectors talked to students about the school’s work and listened to some students reading in class.

## Inspection team

David Scott, Lead inspector	Additional Inspector
Jackie Blount	Additional Inspector

## Full report

### Information about this school

- Haybrook College PRU caters for Key Stage 3 and Key Stage 4 students who have been permanently excluded from their mainstream schools, are at risk of permanent exclusion or have previously had poor attendance. In addition, there is provision for sick children needing individual or hospital tuition. The school also runs a breakfast club.
- All students have significant and complex social, emotional and behavioural difficulties. One in 10 students has a statement of special educational needs or an education, health and care plan. Just under three quarters of the students are boys.
- The provision operates on four sites. The Rotunda Building houses the Key Stage 3 provision which includes short-term tuition, the Herschel Pupil Training Centre and Momentum. The Haymill site hosts the Key Stage 4 provision and the Bank site provides work-related courses for Year 11 students. The Wexham Park Hospital School, which caters for sick children, is based on the Wexham Park hospital site.
- Students attend off-site training at Pitstop in Slough to study motor vehicle maintenance and construction, and at Kitchen Craft in Slough for hospitality and catering.
- Students are referred to the school from eight different local authorities but mainly from Slough local authority.
- Haybrook College PRU converted to become an academy Trust on 1 October 2013. When its predecessor school, known by the same name, was last inspected by Ofsted, it was judged to be outstanding overall.
- The majority of students are of White British heritage.
- Just over half of all students are eligible for additional government funding, known as the pupil premium. This proportion is above average. The funding is used to support students who are eligible for free school meals and children who are looked after.
- Just under half of the students across the school are involved with the local Child and Adolescent Mental Health Services (CAMHS) as a result of their behavioural needs.
- The school enters some students early for GCSE examinations.

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

- Improve teaching so that students make outstanding progress by ensuring:
  - teachers provide precise feedback to students on how to improve their work and also opportunities to act on their advice
  - students are clear about what they are to learn in each lesson
  - students become more responsible for their own learning and behaviour.
- Improve leadership and management still further by ensuring that:
  - senior and middle leaders strengthen the monitoring and coaching programme in order to improve the quality of teaching
  - the new system for tracking students' attendance, behaviour, personal development and academic progress is successfully introduced across the school.

## Inspection judgements

### The leadership and management

are good

- The headteacher, supported by senior and middle leaders, has established a culture of high expectations in which good teaching has enabled students who had lost interest in study to feel valued and to behave and achieve well. Despite the fact that many students experience significant personal challenges in their lives, relationships throughout the school are positive and respectful.
- Middle leaders' dedicated and motivated approach to their responsibilities has ensured that students achieve well. They provide a positive role model for students at each site which helps them develop more positive attitudes to learning and to manage their behaviour appropriately.
- Leaders are increasingly effective in monitoring the quality of teaching. However, they have not yet made the best use of the staff training and coaching programme to ensure teaching moves from generally good to outstanding and consistently enables students to make rapid progress. For example, following lesson observations, leaders do not always identify precisely enough the areas for improvement to move teaching more rapidly to outstanding. Also, information from unannounced informal lesson observations is not collated or analysed. This is why leadership and management are not outstanding.
- The school welcomes students with a wide range of needs and abilities and enables them to succeed. Leaders promote equality of opportunity well. Relations are good and discrimination of any kind is not tolerated.
- The broad range of subjects is appropriate for students' academic and personal needs. Science has been introduced this term for Year 10 students but they have not yet taken any examinations. However, some students follow an online accredited course in biology and physics. Students are able to take GCSEs in English, mathematics, art, information and communication technology, music technology and physical education. In addition, students study a range of work-related accredited courses which include construction, hospitality and catering, and motor vehicle maintenance. All courses provide students with opportunities to develop their personal and social skills and improve their self-esteem.
- Leaders have formed a partnership with all the secondary schools in Slough to explore different tracking systems that provide information about students' attendance, behaviour, personal development and academic progress. This new tracking system is currently being tried out in the school and will be reviewed during the year with the intention that it will be fully operational by September 2016. However, it is too early to judge the full impact of this initiative to improve students' personal and academic performance.
- Students' spiritual, moral, social and cultural development is promoted well through visits to the local church, the theatre, art galleries, museums and farms. These outings, together with an interesting range of subjects, enable students to understand how people from different cultures and backgrounds contribute to life in modern Britain.
- Leaders' communication with the providers of training away from the school site is good and enables them to check students' attendance, behaviour and progress effectively.
- The process for setting targets for staff is used well to improve the quality of teaching. The national standards for teachers are used as the basis of these arrangements. They are used effectively to set increasingly challenging targets.
- The school uses additional government funding well to improve the achievement of disadvantaged students. One-to-one support and mentoring help students to concentrate on their learning and improve their behaviour and self-confidence.
- Parents and carers, schools which place students at Haybrook and local authorities express very positive views about the difference the school makes in improving students' attitudes and behaviour.
- All students attend two work-experience placements. They receive effective careers advice which ensures they are able to make informed choices about their future opportunities for further education or employment with training.
- Safeguarding arrangements meet current requirements. Senior leaders have ensured that effective arrangements are in place to help keep students safe. Procedures to check the suitability of adults to work with children are thorough and the safeguarding policy has been revised to reflect the most recent guidance for keeping children safe in education.
- The local authority provides very effective support and helpful advice. Its officers work closely with leaders and governors to ensure that the most vulnerable students are given every opportunity to succeed.
- Senior and middle leaders are working well together to improve students' achievement. This demonstrates that the school has good capacity to make further improvements.

### ■ The governance of the school:

- Governance is effective. Governors are passionate about the school and improving the quality of education it provides. They visit regularly, seeing lessons and holding discussions with staff. As a result, they have a good understanding of the quality of teaching and how it is developing.
- The headteacher provides governors with good information about teachers' performance. Governors are directly involved in checking the headteacher's performance and have a good understanding of the process for setting targets for staff. They scrutinise evidence of teachers' performance to check whether or not it supports pay increases and are aware of the procedures for dealing with underperforming staff.
- Governors receive helpful reports from school leaders about students' performance. They understand data well and ask leaders increasingly challenging questions about students' achievement.
- The school's finances are carefully monitored through rigorous internal checks that are externally audited to ensure that the best value is achieved. Governors know how the pupil premium is spent and the positive impact it is having on the achievement of disadvantaged students.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good.
- During their time at the school, students' behaviour improves. Students reported that they enjoy the opportunities a small school provides and they appreciate the individual support and attention they receive. They believe that staff listen and help them to understand their problems, both academic and personal. This helps them to manage their own behaviour and learning. However, behaviour is not outstanding because sometimes students are over reliant on adults to support their behaviour.
- Students often enter the school with a negative experience of schooling and poor attitudes to learning. Once they have accepted the school's expectations, their confidence and self-esteem improve so that they take an increasingly active interest in their studies.
- Students' behaviour improves over time when they realise that the school gives them a fresh start so they can achieve as well as possible. The school's records show that incidents of disruptive behaviour have reduced over time. Staff manage any unacceptable behaviour in a calm and skilled way so that students are able to resume their learning and do not disrupt others. Exclusions are used sparingly. When they are used, students attend one of the four sites other than their usual one to continue their education for a fixed amount of time.
- Behaviour around the school is typically good. Students move to lessons calmly and respect the school building, keeping it tidy and free of graffiti. Students are well supervised and adults are present at all times. Students reported that staff help them to feel calm and are always ready to listen to their problems. One student summarised this by saying, 'Haybrook is more laid back and less mainstream.'
- Students attend regularly and absences are reducing due to the high levels of care they receive. The availability of breakfast at the school enables students to begin their day well, while daily targets are discussed and set.
- For those students who attend training away from the school site, there are effective arrangements for checking their attendance, punctuality, behaviour and safety.

### Safety

- The school's work to keep students safe and secure is good.
- Parents, staff and students who communicated with inspectors stated that the school is a safe place. There were no concerns raised by parents or staff regarding the students' safety.
- Leaders check that all adults are suitable to work with young people. An appropriate number of staff are trained in safer recruitment and all staff receive regular updates regarding child protection.
- Students have a good understanding of the different types of bullying and how to remain safe. This includes how to stay safe while using the internet or social media. The school's computer network prevents students from using inappropriate sites. By regularly updating security software, staff ensure that students access only the sites they should.

**The quality of teaching****is good**

- The quality of teaching is consistently good, which ensures that students make good progress. The headteacher, together with senior and middle leaders, has established a positive atmosphere for learning and clear expectations of students' behaviour and attitudes to work.
- Students' improving attitudes to learning generally result in lessons running smoothly, with no time lost in dealing with disturbances. On the few occasions when students do not behave well, staff are skilled at calming tense situations so that lessons can carry on as planned.
- Staff have a good understanding of the needs, abilities and skills of each student. Skilled sports coaches and learning mentors provide one-to-one support to enable students to concentrate on and benefit from their individual activities.
- Staff provide many opportunities for students to apply and develop their literacy and numeracy skills. Students recognise how important improving these skills is for their future success in training and employment.
- Teachers routinely make clear to students which activities or tasks they are to undertake in class. However, they do not always explain clearly enough what students are going to learn in each lesson or how they will know if they have been successful.
- Students receive regular feedback on their work, both orally and in marking. However, teachers do not always provide clear guidance to students on how to improve their work or opportunities to act on the advice given. As a result, students make good rather than outstanding progress and this is why teaching is not outstanding.
- English lessons make a strong contribution to extending students' reading and writing skills. For example, Year 11 students confidently read their practice answers aloud to their classmates and teachers in preparation for their examination the following day.
- The teaching of mathematics is good and makes a strong contribution to developing students' mathematical skills.

**The achievement of pupils****is good**

- Students enter the school with gaps in their learning due to poor attendance and negative attitudes. From low starting points, students from different backgrounds make good progress in their literacy and numeracy as a result of good teaching. They have good relations with each other and their teachers, and value each other's contributions in class.
- During their time at Haybrook, students improve their skills in reading, writing, speaking and listening. Those who are falling behind are given extra help to catch up and improve their literacy skills.
- Observation of learning and work in books show students make good progress across a range of subjects, including in English and mathematics.
- Students have many real opportunities to practise their literacy and numeracy skills in their work-related courses. Those who attend off-site training make good progress in their catering, construction and motor vehicle maintenance courses, often proceeding to apprenticeships in these areas.
- All students gain GCSE and work-related qualifications. Some students take their examinations early when they are ready to do so in order to maximise their success while they are at the school.
- All students receive helpful careers advice which enables them to make wise choices about their future training and careers. As a result, in 2014 a very large majority of Year 11 students progressed to apprenticeships, further education or employment with training. For example, some students gained apprenticeships at notable restaurants and hotels in Central London. However, despite the school's best efforts, a few students do not move on to training or employment. Staff continue to work with students until the February after they have officially left the school. Of the present Year 11 students, a very large majority already have gained places in further education or employment with training.
- All students are given the opportunity to take appropriate GCSE and work-related courses to meet their needs and ambitions. This enables all groups of students, including the most able, to achieve well.
- Disadvantaged students and those with special educational needs make good progress when compared with other students nationally and are closing the gaps in their learning. Each student is given an individual programme which sets out clearly what he or she is to achieve and any additional help that is required. This helps them to fully engage with their learning and achieve well.
- Students who attend off-site training, in courses such as construction, catering and motor vehicle maintenance, make good progress. Their progress and achievement are carefully checked so that they achieve external qualifications.

- In 2014/15, almost all of those students who attended the Herschel Pupil Training Centre and Momentum were successfully reintegrated into their mainstream schools.

## 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>	140241
<b>Local authority</b>	Slough
<b>Inspection number</b>	450343

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy alternative provision converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Tottingham
<b>Executive headteacher</b>	Helen Huntley
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01628 696076
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