

# Hewens College

Hewens Road, Hayes, Middlesex UB4 8JP

**Inspection dates** 10–11 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good academy

- Leaders monitor the quality of teaching, learning and assessment systematically. This provides strong procedures to check the impact of teaching on the progress pupils make.
- Teachers have high expectations. They use clear subject knowledge to engage pupils and promote positive attitudes. Pupils enjoy their lessons.
- Leaders provide an 'open culture' approach, which works well in the academy. A wide range of extra-curricular activities allows pupils to mix well with their peers across the academy trust.
- Safeguarding is effective. Staff and governors receive regular up-to-date training. They follow clear procedures, which promote safety. Leaders undertake appropriate safeguarding checks and pupils feel safe.
- Pupils' achievement in English is improving rapidly. They read often, for pleasure and purpose. Pupils achieve particularly well in mathematics.
- Pupils supported by pupil premium funding achieve well. The small achievement gap between them and other pupils has narrowed.
- Disabled pupils and those who have special educational needs are well supported. These pupils receive timely intervention to enable them to make good progress in their learning.
- Governors and leaders of the academy trust perform their duties effectively. Members of the governing body are well informed. They check the progress of the academy closely and offer challenging and effective support.

### It is not yet an outstanding academy because

- Teachers do not always check the understanding of most-able pupils in lessons. Consequently, some pupils are not sufficiently challenged to make the substantial progress of which they are capable.
- Pupils do not feel that their views are always heard by leaders.
- Achievement in the sixth form is not consistently high in all subjects. Learners' outcomes are broadly average, despite their making good progress from their starting points.

## Full report

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

- Ensure that all pupils make substantial progress and achieve well by:
  - narrowing the gaps in achievement between English and mathematics
  - checking the understanding of all pupils during lessons, particularly the most able
  - improving the quality of teaching, learning and assessment to enable all pupils to meet the aspirational targets they are set.
- Ensure that pupils understand how leaders take account of their views.

## Inspection judgements

### Effectiveness of leadership and management is good

- Both the executive principal and principal provide focused and challenging leadership. Areas for improvement have been carefully evaluated and clear actions identified. The academy trust provides additional leadership capacity. Highly organised training at the start of each term allows all academies in the academy trust to share good practice. This follows a continuous programme to develop the skills of staff.
- The academy has an effective assessment system in place. This enables leaders to check the progress made by pupils towards meeting their targets. The academy expects that all pupils will make substantial progress from their starting points across each key stage. Leaders ensure that a range of information about pupils' progress is used to inform assessments each half term. These assessments are carefully reviewed and moderated by other teachers and senior leaders to ensure their accuracy.
- The academy has appointed staff to provide additional lessons for some pupils in English, mathematics and science. Pupils regularly attend these sessions to improve their learning. This has had a good impact on the progress pupils make.
- Senior leaders regularly check the quality of teaching, learning and assessment. This extends to providing strong support for those newly qualified members of staff or trainee teachers. All teaching staff receive detailed information about their performance to improve their practice. Teachers also regularly evaluate their own performance against professional standards and pupils' progress.
- Leaders ensure that the pupil premium and catch-up funding is used well. It provides for a good programme of interventions to support disadvantaged pupils. Consequently, they make good progress. Gaps between their achievement and that of their peers in the academy are small and narrowing against other pupils nationally.
- Middle leaders participate in a good range of professional courses along with their academy trust colleagues. They share good practice and develop strong professional links. Middle leaders have consistently high expectations, which are followed by teachers. They are actively engaged in the professional development of teachers. Middle leaders contribute greatly to improving the academy and fully understand their roles and responsibilities.
- The academy provides a broad curriculum with many good opportunities for pupils to develop their spiritual, moral, social and cultural understanding. Pupils are prepared well for adult life in modern Britain. Themes such as 'the rule of law' and 'democracy' are included across the curriculum. The pupil council promotes democracy across the academy, and a wide range of educational trips and visits enable pupils to experience different cultures and diversity.
- The curriculum enables the majority of pupils to achieve well. They are able to follow a number of academic and vocational courses as they progress through the academy. Wider options are presented to pupils to allow them to access subjects taught in other academy trust schools. However, for some pupils the organisation of courses does not always challenge them to make the substantial progress expected of them. A small minority of pupils say they feel they are not in the appropriate class group.
- **The governance of the academy**
  - The governing body is well organised. The Chair of the Advisory Board of Governors has a clear understanding about her role. Governors have a firm understanding of the academy and share a vision for it to be outstanding. They perform their statutory duties well.
  - Governors are kept informed by the principal. Detailed reports are received on the academy's strengths and what it needs to do to improve. Governors recognise persistent absence has been higher than desired and have challenged the academy to improve girls' attendance.
  - Governors check closely the impact of the pupil premium. The minutes of governors' meetings provide ample evidence of governors challenging leaders and holding the academy to account.
  - Governors properly check the performance of the principal and her staff. Pay progression is linked closely to the achievement of pupils. They ensure that performance management targets are robustly set.

- The arrangements for safeguarding are effective. Governors ensure that they receive a good range of appropriate training. Recent training has included aspects such as preventing radicalisation and extremism, female genital mutilation, and promoting health and safety. Governors ensure that the appropriate safeguarding checks are undertaken and that staff carry out rigorous strategies to protect pupils.

## **Quality of teaching, learning and assessment** is good

- Pupils make good progress in their learning. A growing proportion of pupils make better than expected progress. Year 7 catch-up funding has been used to lead extra lessons.
- Effective teaching, learning and assessment combines detailed planning on pupils' progress with evaluation of the impact on learning. Teachers provide feedback to improve the learning of pupils. However, some pupils are not encouraged to complete their records in order to check on their levels of understanding.
- Teachers have high expectations and aspirations for pupils to achieve. Pupils respond well to their teachers and discuss their learning. This is of particular strength in English, where pupils, including the most able read well and can often describe the deeper meaning of the text they use.
- In Key Stage 4, teachers use their secure subject knowledge to plan learning that engages pupils' interest. On a few occasions some of the most-able pupils, for instance in science, are not provided with the opportunity to explore more abstract concepts to deepen their understanding.
- Literacy and numeracy are now promoted consistently across the academy. A number of pupils regularly attend catch-up sessions in English, mathematics and science. Homework is regularly set and checked frequently by teachers.
- Pupils with special educational needs and those supported through the pupil premium are closely monitored. Pupils in Key Stage 3 are helped to progress in lessons by their form tutor. Consequently, they work with positive attitudes and build close relationships with teachers.
- Pupils, parents and staff endorse the good teaching, learning and assessment. Pupils acknowledge the help they are given to improve their work. A large majority of parents and an overwhelming number of staff say that pupils are taught well and make good progress.
- Teachers follow the academy's assessment policy well. They plan lessons using a wide range of information about the pupils in their lessons. Consequently, teachers know their pupils well. However, teaching, learning and assessment are not yet outstanding. In some areas there is inconsistency in the way teachers check on the deeper understanding of pupils, especially the most able.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The academy's work to promote personal development and welfare is good. Pupils value their education and say they enjoy lessons. Attendance is good. The small number of pupils who are frequently absent is reducing. This sustained improvement has resulted in attendance remaining above average in comparison to other secondary schools nationally.
- The academy promotes the self-confidence and self-awareness of pupils. They raise money for charity and hold cultural celebrations such as Diwali. During the inspection, pupils demonstrated respect and moral sensitivity without disruption during a two-minute silence for Remembrance Day.
- The academy provides effective impartial careers advice and guidance. Pupils are guided in making appropriate option choices at the end of each key stage. Academic and vocational courses are offered to all pupils. Consequently, pupils can follow individualised study programmes across the academy and academy trust.
- The academy offers a range of food options during the day. Some pupils feel that the choice at break time is restricted and does not fully promote their healthy lifestyles. However, despite this, the canteen is popular with pupils as a place to eat.

- Pupils understand clearly how to keep themselves healthy and safe. The majority of pupils and parents have no concerns about the personal development of pupils. However, a minority of pupils shared an opinion that leaders' responses to their requests to improve the environment were not always rapidly resolved.
- Academy extra-curricular activities are popular and well attended. Opportunities exist for sporting competition and artistic performance. Pupils jointly participate in successful teams in rugby and netball under the academy trust.
- Personal development and welfare are not outstanding. Some pupils say they do not always feel leaders respond to their views quickly enough.

### **Behaviour**

- The behaviour of pupils is securely good. They have positive attitudes to their learning. Pupils are proud of their books despite some variation in the way learning is presented.
- Pupils move around the academy in a calm manner. They socialise well at unstructured time and are encouraged to behave respectfully by staff. Bullying and racism are very rare. Relationships are positive at break and lunchtime.
- Pupils say that there is no 'banter' around bullying or homophobia. The majority of parents who responded to the Parent View questionnaire confirmed the views of pupils. Pupils and parents agree that the academy effectively promotes pupils' safety.
- Fixed-term exclusions have significantly reduced over time. There have been no permanent exclusions this academic year. The number of pupils excluded from the academy is lower than the average for other secondary schools nationally.
- In a few instances, despite the high expectations of their teachers and calm behaviour, the conduct of some pupils is less than exceptional.

## **Outcomes for pupils** are good

- Pupils make good progress in all key stages across a number of subjects, particularly in English where they read often, for pleasure and purpose. There are above-average proportions making more than expected progress in English and mathematics. Pupils enter the academy with levels of learning that are similar to pupils in other schools nationally.
- The progress made by disadvantaged pupils is similar to that of their peers. The academy uses its pupil premium funding effectively. The pupils supported by pupil premium funding achieve well. The small gap between the achievement of these pupils and other pupils nationally has narrowed.
- Pupils' outcomes in English and mathematics are above average at the end of Key Stage 4. Achievement in English is still slightly behind that of mathematics. However, the gaps have reduced substantially.
- Good provision in the sixth form means that pupils are able to progress well from their starting points. Outcomes in the sixth form are continuing to improve in all subjects. Leaders are ambitious in their desire to raise standards even further.
- The progress of pupils with special educational needs is closely reviewed. The leader responsible ensures that they make good progress. These pupils are well supported by timely interventions. As a result, they achieve well from their different starting points.
- Information provided by the academy on the progress that pupils make indicates that they continue to achieve well. The academy sets aspirational targets that stretch pupils. However, some most-able pupils do not always make the same good progress as their peers.
- The outcomes for pupils are not yet outstanding because achievement in some subjects is not always sustained or high enough, particularly in the sixth form. As a result, not all pupils are fully prepared for the next stage of their learning.

## 16 to 19 study programmes

are good

- The sixth form provision is good. The curriculum includes a wide range of courses available as part of the academy trust collaboration. Learners in the sixth form are able to follow both vocational and academic courses across four schools. Hair and beauty, construction and engineering courses are provided at the collaborative sixth form sites. An efficient school transport service is used to provide easy access to all sites. This enables learners to attend regularly.
- Leadership and management of the sixth form is good. The principal and executive principal are determined to improve the sixth form further. They rightly recognise that attainment in academic subjects needs to rise for outcomes to be outstanding.
- The leader of the sixth form works very closely with all schools in the academy trust. Meetings to share good practice and monitor the progress made by learners are held with all sixth form leaders. Leaders ensure that learners are set clear targets to raise their achievement.
- Learners have very positive attitudes to their learning. A number of learners have been able to study courses ahead of their typical age group. Consequently, they are determined to study and achieve well. Learners are self-confident and focus carefully on their learning during lessons and study time.
- Learners enter the sixth form with broadly average attainment. They make good progress from their starting points. The results achieved by learners have improved significantly.
- The quality of teaching, learning and assessment in the sixth form is good. Teachers use lively questioning and their secure subject knowledge effectively to deepen learning. Teachers' high expectations ensure that learners are supported to make good progress.
- Sixth form learners talk favourably of their opportunities to learn through enrichment activities. Regular academy events and visits promote careers, advice and guidance. For example, visits to the House of Commons and higher education establishments are linked to the courses offered by the academy.
- Personal development and welfare in the sixth form are good. Learners are supported closely and given regular advice. All learners in the sixth form are allocated a teacher to mentor them during their studies. This supports their good progress from Year 12 into Year 13.
- Good opportunities exist for learners to participate in work experience and charity work. Consequently, learners' spiritual, moral, social and cultural development is broad in the sixth form.
- The sixth form provides a purposeful study environment. Learners feel safe across all sites. A large number of learners progress onto their first choice of higher education placement and others are successful in entering appropriate employment or educational training.
- Outcomes for learners are not yet outstanding because achievement is not consistently high across all subjects.

## School details

<b>Unique reference number</b>	137078
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10001076

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

<b>Type of school</b>	Secondary
<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 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Of which, number on roll in 16 to 19 study programmes</b>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Beverly Amos
<b>Principal</b>	Ms Helen Thomas
<b>Executive Principal</b>	Mr Ian O'Connor
<b>Telephone number</b>	020 8573 1039
<b>Website</b>	<a href="http://www.hewenscollege.co.uk/">http://www.hewenscollege.co.uk/</a>
<b>Email address</b>	jthomas44.312@lgflmail.org
<b>Date of previous inspection</b>	26–27 June 2012

## Information about this school

- Hewens College converted to an academy in 2011 from its predecessor school, Mellow Lane, and forms part of the Rosedale Hewens Academy Trust. It is much smaller than the average-sized secondary school. The number on roll has decreased by more than half since 2011.
- The proportion of girls is less than the national average for secondary schools.
- The governing body is shared with Rosedale College. It forms a local advisory board as part of the academy trust.
- The proportion of pupils who join or leave part-way through their secondary education is higher than in the majority of secondary schools.
- A number of pupils leave the academy during Key Stage 3 to transfer to other schools within the academy trust. Similarly, a number of pupils enter the academy at Key Stage 4.
- The academy has a sixth form and operates collaborative provision across the academy trust.
- More than three quarters of pupils are from minority ethnic backgrounds and speak English as an additional language. This figure is well above average. Approximately one third of pupils are White British and around one sixth are from Indian heritages. Other groups include pupils from an African heritage, Other White backgrounds and Other Asian heritages.
- The proportion of pupils who are supported by the pupil premium (pupils known to be eligible for free school meals and children who are looked after) is well above the national average.
- The proportion of disabled pupils or those who have special educational needs or an education, health

and care plan is well below the national average.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### **Information about this inspection**

- Inspectors observed teaching, learning and assessment across a range of year groups and subjects. A number of these observations were conducted together with members of the school's leadership team. Shorter visits were also made to lessons by inspectors.
- Discussions were held with the executive principal, principal, senior and middle leaders, a range of staff, including newly qualified teachers, and groups of pupils. Discussions also took place with the Chief Executive of the Rosedale Hewens Academy Trust, the Chair of the Advisory Board of Governors and a member of the governing body.
- Inspectors took account of the three responses to the online questionnaire, Parent View, and looked at the academy's own surveys of staff and pupils.
- The inspection team scrutinised a wide range of documentation including records relating to pupils' behaviour and attendance, minutes of meetings, information on the progress made by pupils, the academy's self-evaluation, the strategic plan for raising attainment, and records relating to the quality of teaching and the performance of teachers.
- Inspectors reviewed safeguarding records, policies and procedures.
- The inspection team visited two additional schools in the academy trust, where sixth form learners attend lessons to study other subjects.

### **Inspection team**

John Lamborn, lead inspector

Her Majesty's Inspector

Helen Matthews

Her Majesty's Inspector



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