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Mr Rob Thompson
Henry Tyndale School
Ship Lane
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Dear Mr Thompson

Short inspection of Henry Tyndale School

Following my visit to the school on 28 September 2016 with Simon Yates, Ofsted inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in December 2011.

This school continues to be outstanding.

You, your leadership team, the governors and staff have maintained the outstanding quality of education in the school since the last inspection. Yours is a particularly family-centred school, where leaders have embedded a culture of high aspiration and care for the pupils. Staff work exceptionally well together to ensure that they make the most use of every opportunity to help pupils to learn. Pupils benefit from the effective delivery of individualised learning experiences implemented by staff very effectively.

Relationships are a key element to the high-quality provision. You and your leadership team have the full confidence of governors, staff and parents. This has helped ensure that the school remains a vibrant community that supports pupils' learning and secures strong outcomes, whilst maintaining a strong family ethos. Pupils enjoy their learning and develop a strong sense of place within the school community because their spiritual, moral, social and cultural development is extremely well catered for. Community cohesion is, therefore, a strength of the school and demonstrates that leaders have effectively tackled the area for improvement from the previous inspection.

The quality of teaching, learning and assessment remains outstanding. Teachers and teaching assistants know pupils incredibly well. They assess carefully what pupils can do and identify precisely what they need to learn next. Teachers take account of pupils' individual preferred communication methods, as well as their interests and strengths, when planning learning experiences. As a result, lessons meet pupils' needs extremely well.

Pupils make excellent progress. They are enthusiastically encouraged to participate in their learning. Consequently, pupils' engagement is very high. Staff promote British values effectively, especially because equality of opportunity is key to the moral purpose that staff work under. Pupils make consistently rapid and sustained progress from their starting points, including those who are eligible for the pupil premium grant and the most able. This ensures that pupils are very well prepared for the next stage in their education, employment or training.

Safeguarding is effective.

As a school that knows its pupils and families exceptionally well, pupils are cared for and protected rigorously and compassionately. Pupils report that they feel safe and happy. They do not believe there are any forms of bullying or bad behaviour. They work hard and participate diligently. Pupils are looked after and supported remarkably well. This is reflected in pupils' very high standards of behaviour in lessons and excellent conduct around the school.

Staff work particularly well together to protect the welfare of the pupils. There are very well-established relationships with other agencies. Leaders ensure that staff have undertaken all relevant and statutory training. Consequently, staff respond appropriately and swiftly to concerns, ensuring pupils and their families are well supported and protected. Policies and practices meet statutory requirements, including changes following the amendments to 'Keeping children safe in education' that were made in 2016. Appropriate checks are made when new staff are appointed.

Inspection findings

- Leaders have an excellent understanding of how to provide the highest standard of education for the varying needs of pupils they serve. They have the highest expectations of what should be offered to each individual at the school. They evaluate the difference they are making to each child or young person very carefully, both academically and socially. Consequently, staff know the needs of the pupils exceptionally well and are highly skilled at providing learning experiences to help them make rapid and sustained progress from their starting points. At times, leaders could step back and be more evaluative of the difference they are making across the school as a whole. This would help them to sharpen their analysis of the excellent work that they do and guard against a lack of timely intervention if issues were to arise.
- Staff ensure that they provide bespoke learning experiences for every individual that is focused on their specific needs. Leaders, teachers and teaching assistants are exceptionally skilled and work very well together. Every opportunity is utilised to extend and embed learning. Of particular strength is the development of communication skills.
- Pupils' behaviour is managed extremely well. Some join the school following difficult and disjointed educational experiences. Others present with complex and very challenging behaviour. However, the strength in provision

and excellent strategies for improving behaviour, along with very strong working relationships with parents, consistently improves pupils' behaviour over time. There have been no exclusions at the school since the last inspection.

- Governors provide useful and robust challenge for leaders. They make excellent use of the information they are given by the headteacher. For example, governors have ensured that they fully understand the assessment information they are given by leaders. They use this to ask challenging questions to ensure that they promote the best progress for all.
- Governors have implemented clear structures for fulfilling their responsibilities. This has helped them to hold leaders to account for the effective working of the school at every level, in particular in relation to health and safety. Governors regularly visit the school to help them fully understand what they are told by leaders. Consequently, they have an excellent grasp on how well the school is doing and consistently set the highest expectations for the future.
- Pupils make outstanding progress. Assessment information demonstrates that pupils make rapid and sustained progress. This is reflected in the learning that was evident in lessons seen across all phases in the school. There is no discernible difference between the progress made by any significant groups. For example, those who are most able make excellent progress from their starting points. Although disadvantaged pupils, including those who were most able, appear to do better than non-disadvantaged within the school, the number of pupils is very small and thus statistically insignificant.
- The 16 to 19 study programmes are highly effective. Staff make excellent use of assessment to ensure strong transition from key stage 4. Learners gain access to a wide range of programmes of study and accreditation opportunities that meet their specific needs well. Effectively woven therapy and curriculum targets are used by staff to plan learning effectively. As a result, learners make similarly rapid and sustained progress as seen across the school. Leaders and staff ensure that there are appropriate and wide-ranging opportunities for work experience, as well as other useful links to the community. This means that learners are very well prepared for their next stage of education, employment or training, as reflected in their sustained placements when they leave the school.
- Early years provision is especially effective. Effective early identification of need, in collaboration with other agencies, leads to extremely well-informed strategies for each individual child's learning. Planning is detailed and links well to the early years foundation stage curriculum. Pupils make an excellent start, developing communication skills very quickly at their level of development. Staff ensure that activities meet the specific needs of each individual.

I am copying this letter to the chair of the governing body and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Matthew Barnes
Her Majesty's Inspector

Information about the inspection

Inspectors met with you, the deputy headteachers, the assistant headteachers, a group of governors, including the vice chair of the governing body, and a group of pupils. I spoke to a consultant from Hampshire County Council who works closely with the school. Inspectors visited seven lessons, all accompanied by the deputy headteacher, to observe teaching and to talk to pupils about what they were learning. They considered the responses of 19 parents to Ofsted's online questionnaire, Parent View, as well as responses to the staff survey. Inspectors analysed a range of documentation, including reports provided by the local authority, the school's self-evaluation, the improvement plan and safeguarding checks, policies and procedures. For this short inspection, inspectors focused on leaders' evaluations of the effectiveness of the school, how well the area for improvement from the last inspection had been tackled, safeguarding arrangements at the school, the quality and consistency of pupils' outcomes, the quality of 16–19 study programmes and the early years.