Inspection of Heath School

Agincourt Road, London NW3 2NY

Inspection dates: 5 and 6 June 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Heath school are very grateful for the support they receive here. They report they are much happier here than in their previous mainstream settings. Pupils recognise and value the relationships they build with adults. They understand how important the 'character virtues' are at supporting them to reflect on their behaviour and to see what they can really achieve. Here, they build confidence because staff repeatedly notice and praise them for their strengths and abilities. Pupils receive helpful support and careers advice so they can be ambitious for their futures. They are very keen to gain the necessary qualifications to fulfil these ambitions.

Pupils are expected to work hard, achieve their best and behave appropriately, which they do. They are kept safe and contribute to this through their own positive behaviour and choices. They are very good at following the rules and move sensibly around the school at breaktimes. They do not typically disrupt learning which means that everyone is able to learn and succeed. They treat each other and adults with respect. When things go wrong, they are supported to make things right. Bullying is not considered to be a problem by pupils. But they trust staff to help them with worries, including bullying should it happen.

What does the school do well and what does it need to do better?

The planned curriculum considers the transient nature of pupils at the school. For example, pupils at key stage 3 develop their literary analytical skills through the study of a new short story each week. When pupils join mid-term they can easily access the texts.

Leaders have expanded the curriculum offer at key stage 4. This enables pupils to gain accreditation and thus confidence in a raft of subjects that appeal to them and support their ambitions. These include many vocational BTEC National Diploma qualifications, functional English and mathematics, as well as accreditation from the Prince's Trust.

Teachers follow a consistent, predictable and effective approach in lessons. Teachers introduce new knowledge clearly. They provide opportunities for pupils to practise and apply this and regularly check what pupils have learned and understood. They correct mistakes quickly and effectively.

Reading is a strong focus across the curriculum, including in subjects like mathematics. Pupils use and understand key vocabulary in all lessons. The school recognises the need for an evidence-based approach to support pupils who need a more systematic approach, particularly for those who have gaps in their phonics knowledge. Key members of staff have been trained on a programme that has been very successful in their partner schools and planned to be launched in September.

All pupils at Heath School are regarded as having special educational needs and/or disabilities (SEND) and supported appropriately. Unmet needs are quickly identified

through the robust induction process and ongoing assessment. The school works with a multi-disciplinary team of therapists to ensure pupils get the help they need.

Leaders have ensured there are very clearly and consistently applied classroom expectations that are understood by all. The school effectively uses de-escalation techniques, build trusting relationships and reward positive behaviour, resilience and character.

Attendance is very well managed. Leaders know that for some of their pupils there can be a range of complex issues that cause poor attendance. They work hard to unpick and solve these with pupils, families and agencies.

Personal development is excellent. The 'active learning' curriculum is a fundamental part of the values espoused by Heath School. Through these wide-ranging experiences, pupils' cultural capital is enriched. They expand their horizons, learn to communicate with members of the public effectively, take risks, feel successful and build self-esteem.

The personal, social and health education (PSHE) curriculum teaches pupils about their rights and responsibilities, how to stay safe online and to maintain strong physical and mental health. Aspects of PSHE are woven throughout the day through other subjects such as sports and cooking.

Knowledgeable and experienced governors have supported the new leadership team to drive rapid improvement and expansion. Leaders have ensured that staff receive excellent regular training for their roles.

Staff typically feel proud and happy to work at this school. They are excited about the work they do. They enjoy their development and training and report leaders are considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who need to learn to read phonetically are not currently receiving an appropriate systematic phonics intervention. This means they are not learning to read fluently as quickly as possible. Leaders must ensure they realise their ambitions to establish and embed an appropriate and effective literacy intervention that addresses this need.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100006
Local authority	Camden
Inspection number	10327859
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	Alison Lowton
Headteacher	Alex Wilson (Head of School) James Hadley (Executive Headteacher)
Website	http://heath.h3federation.org.uk/
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- Heath School was formerly known as CCfL. It became Heath school in September 2023. Heath School is part of a hard federation called H3 Federation, which was founded in April 2023. The same governing body is also the management committee for the school.
- The head of school took up his post in September 2022.
- The school provides full-time education for pupils who have been permanently excluded and those at risk of permanent exclusion from their mainstream schools.
- The school has an outreach provision that works to support schools in the local authority with pupils at risk of exclusion.
- Many of the pupils who attend the school have complex social, emotional and behavioural needs.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, mathematics and personal, social and health education. To do this, they met with subject leaders, held discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspection team met with senior leaders, a selection of subject leaders, teachers and support staff.
- The lead inspector met with members from the governing body including the vice chair. The inspection team also spoke with representatives from the local authority and from schools and colleges who work with the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions and their responses to Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector	His Majesty's Inspector
Luke Stubbles	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024