



Haverstock School Business and Enterprise College

Inspection report

Unique Reference Number 100049
LEA London Borough of Camden

Inspection number 274828
Inspection dates 26 – 27 April 2005
Reporting inspector Brian Oppenheim

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Comprehensive	School address	Crogsland Road
School category	Foundation		Chalk Farm
Age range of pupils	11 - 18		London NW1 8AS
Gender of pupils	Mixed	Telephone number	020 7267 0975
Number on roll	1092	Fax number	020 7267 3807
Appropriate authority	The governing body	Chair of governors	Mr Jim Mulligan
Date of previous inspection	November 1998	Headteacher	Mr John Dowd

Age group	Published	Reference no.
11 - 18	May 2005	274828

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Haverstock School and of the local education authority.

The inspection was carried out by four additional inspectors.

Description of the school

Haverstock School is a popular comprehensive school for students aged 11 to 18. It is a Business and Enterprise College. It has nearly 1100 students including 195 in the sixth form. Two-thirds of the students are boys. Students come from a very wide range of backgrounds. Just over a third are from white British backgrounds and around a sixth from Bangladeshi and Black African heritages. Just over half speak English as an additional language. A large number of students come from homes experiencing economic hardship with over half eligible for free school meals. Nearly a quarter of students are refugees or asylum seekers. The number of students with special educational needs is high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The school's leadership team judges that the school is good overall. Inspectors agree that there are many good features, but that overall the school is satisfactory. It has made some very significant in-roads into the weaknesses identified at the last inspection. The school has very successfully improved behaviour and teachers have a consistent approach to managing their students. The school is now tackling learning. This is beginning to be successful but has not yet had enough time to achieve fully the school's priority of raising students' progress. As a result teaching and learning, and the standards students achieve, are satisfactory.

Building work has caused major disruption over the past few years. Senior leaders have spent a great deal of time managing a redevelopment project. Delays have increased the difficulties. This has affected progress in developing the Business and Enterprise College. Parents and pupils speak very positively of the improvements and now value the school and the role it plays in the community. The school has become very popular. The school cares for its pupils effectively and enables them to develop their personal qualities well. There are good links with external organisations which contribute effectively to developing students' welfare. The school is good at including all its learners in its work. Overall leadership and management are good. Clear vision and effective self- evaluation mean senior managers know the school well. Good progress has been made since the last inspection. As a result, the capacity to improve is good. The school gives satisfactory value for money.

Grade: 3

Effectiveness and efficiency of the sixth form

The school judges the effectiveness and efficiency of the sixth form to be good. The inspection judges that, at the moment, the sixth form is satisfactory because the impact of the many improvements is not yet apparent. Broadly students' progress is satisfactory and some learners do particularly well considering their low starting point. Students' personal development and well-being are good: students are well cared for and are given good opportunities to take responsibility, such as helping younger students with their work. Teaching is satisfactory overall but there are some inconsistencies and the more able students could do better with more demanding work. Leadership of the sixth form is good.

Grade: 3

What the school should do to improve further

- Continue to improve achievement and standards.
- Analyse and use prior attainment data more fully to inform self-evaluation and targets for learning.
- Ensure that all the legal requirements for citizenship are fully met.
- Implement the plans for the Business and Enterprise College at the earliest opportunity.

Achievement and standards

The standards reached by students are satisfactory. This confirms the school's judgements. There is a clear upward trend in test and examination results as the school has become more orderly and teaching and learning have improved. The school has met its targets and rightly set more challenging targets for the future.

When students start school in Year 7 their standards are just below average. Students should make better progress particularly at Key Stage 3 where achievement, compared with students' starting point, is not high enough. However, the most recent results in English show a strong improvement, particularly in the proportion of boys making satisfactory progress which is better than found nationally. Key Stage 3 results are rising faster than the national trend but are still not as high as they should be.

Achievement and progress are satisfactory at Key Stage 4. The upward trend in results matches the national trend and seems likely to be maintained. Results in English, mathematics and science are generally good, but there are inconsistencies in the results in some subjects. In the sixth form, standards are also rising but remain lower than the average. The introduction of new courses, such as Level 2 vocational courses, is helping more students to reach their potential.

There are differences in the standards reached between groups of pupils. Lower attaining pupils often do better than expected across the school and the achievement of pupils with special educational needs is good. This is because support for these pupils is often good. Girls underachieve to some extent. This confirms that the school's focus on learning is right. The achievement of students who speak English as an additional language is satisfactory and there are some examples of rapid progress and high achievement.

Grade: 3

Personal development and well-being

Most students enjoy their education. Many more students now attend school regularly. This is shown by the way attendance has improved significantly since the last inspection. The number of students leaving and starting the school during the year has significantly reduced with only four Year 7 pupils leaving this year. The attitudes of students are generally good but there is a residue of low level disruption from a small group of pupils in each year group, especially Year 9, who find it difficult to manage their own behaviour. This is very well managed by teachers who apply the behaviour policy very consistently. Behaviour is satisfactory overall and pupils, parents and staff are very clear that there have been significant improvements. This is exemplified by the significant drop in the number of exclusions. The use of the seclusion room where students are helped successfully to modify their behaviour is having a very positive impact on improving behaviour. Pupils feel safe and secure.

Pupils speak well of the ways in which they are involved in school activities. Good examples include the student council and the involvement of two students as full members of the governing body. Tutors play a crucial role in developing pupils' self-esteem. This is supported effectively by the Learning Alliance which has a very positive influence on personal development. For example it enables students to talk about how well they are doing. Students' spiritual, moral, social and cultural development is good overall. The wide range of out of school activities and clubs, including Saturday and holiday schools, all add to students' personal development. Sports activities also add well to students' experiences despite the lack of appropriate facilities while new building is being constructed. The school's broad cultural diversity contributes well to promoting cultural awareness. This strength is the result of the school's success in valuing and including all its students. There are many opportunities for students to make a positive contribution to the community: a very good example is the Streets Ahead project which links old and young and builds students' spiritual awareness.

Grade: 2

Quality of provision

Teaching and learning

Teaching and learning are satisfactory overall with some good features. This confirms the school's view and is consistent with the students' satisfactory achievement. Thorough planning is a strong feature of much of the teaching. In nearly all the lessons visited by inspectors, teachers' plans included clear learning objectives for different groups of students. Often, the electronic

whiteboards are used effectively to motivate and engage students. This has a good effect on learning: students are clear about what is expected and interested in the topics they are studying. Students liked the electronic whiteboards because they felt lessons were more interesting. By and large teachers are successful in managing behaviour, even when it is challenging, because they stick to the school's behaviour policy. Where behaviour management is not strong enough, learning suffers and students do not make enough progress. Teachers do not always use assessment as effectively as they might to promote learning. As a result targets are not specific enough to students' needs: students are not clear about what they are aiming for, or how to improve their work. For students with special needs, however, targets match their individual needs well and as a result they make good progress.

Grade: 3**Curriculum and other activities**

The school judges that the curriculum is satisfactory and inspectors agree with this. The curriculum and other activities meet the full range of the learners' needs, apart from citizenship where statutory requirements are not met in full. There are well-conceived plans to improve citizenship. The curriculum is particularly well matched to the needs of the students with special needs. Gifted and talented students are also well catered for with a curriculum that is flexible enough for their individual needs: for example, a Year 10 student achieved an A grade in A Level mathematics. Learners are well prepared for the future and there is a strong work related dimension through the vocational courses in Years 10 and 11 and in the sixth form. The personal, social and health education programme ensures that drugs and sex education are covered. The full service extended school provides a good range of enrichment activities that contribute well to students' enjoyment and wider achievements.

Grade: 3**Care, guidance and support**

The school has very good systems in place for monitoring pupils' attendance and punctuality, as well as their behaviour and their academic and personal development. The effectiveness of these systems has been somewhat compromised by the difficulties of moving into the new building and new management information systems. However, this is being tackled well and data on students' behaviour is used well: this is one of the reasons for the improvements in students' behaviour.

Child protection and staff checking procedures are robust. The process is supported well by the Community Police Officer. Careers advice and support is good and ensures that all students are well informed about the options available to them when they leave school.

Grade: 2

Leadership and management

The headteacher has led the school very well during a period of significant turbulence. Behaviour has improved significantly, the move to the new building is being handled sensitively and the school is now very popular. The focus on improving behaviour has been very successful. The school is now securely in a position to shift its focus to tackling learning: this is a significant achievement and shows clearly the school's capacity to improve. This work to improve learning is proving successful, but has not yet had enough time to achieve fully the school's priority of raising students' achievements. This explains why teaching and learning are satisfactory overall and why students make satisfactory progress.

Another challenge facing the school has been the disruption caused by the new building and delays in completing the work. The school admits that it has had to spend a great deal of time managing the redevelopment project. The up-shot is that managers at all levels have not been able to put all their efforts into improving teaching, learning and progress. This also explains why progress in meeting the priorities of the Business and Enterprise College is slow.

The headteacher is supported well by senior managers who share a strong commitment to learning and raising the achievement of all students. Most middle managers are also effective, but in some areas the analysis of strengths and weaknesses is not sharp enough. This is one of the reasons why some subjects do better than others. Lesson monitoring provides senior and middle managers with accurate information about teaching quality. The action taken to support teachers and improve teaching is becoming increasingly effective. Again, there remain some inconsistencies but there are good examples of effective action in English, mathematics and science.

Self-evaluation is broadly effective and senior managers know the school's strengths and weaknesses well. The significant improvement in teaching since the last inspection illustrates the strong focus on raising the quality of students' learning through improving teaching and this is beginning to show in better teaching. The school has a wide range of data to support self-evaluation but does not use it as effectively as it might. Data about students' prior attainment

is not used sufficiently to help set targets for improvement at both school and student level.

Governors support the school well. New arrangements are proving successful in involving more governors in helping to shape the direction of the school. Overall governance is satisfactory, but not all statutory requirements are met in full. Staffing is good and few teachers leave the school. The school makes good use of its resources, particularly the new building, to support teaching and learning. External partners are used well to run courses for those students who find traditional subjects difficult.

Grade: 2

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Annex A

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	*3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in the Foundation Stage	*	
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Y/Ⓝ	Y/Ⓝ
Effective steps have been taken to promote improvement since the last inspection	Y/Ⓝ	Y/Ⓝ

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	*3	3
The <i>standards</i> reached by learners	3	3
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	*2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	2
How well learners enjoy their education	2	2
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	2

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	*3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	*3	3
How well are learners cared for, guided and supported?	*2	3
How well does the provision promote the well-being of learners?	*2	2

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	*2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Y/✗	Y/✗

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Y
Learners are discouraged from smoking and substance abuse	Y
Learners are taught about sexual health risks	Y
Learners are encouraged and enabled to eat and drink healthily	Y
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Y
Learners are taught about key risks and how to deal with them	Y
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	Y
Learners' personal and academic development are monitored	Y
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Y
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Y
Action is taken to reduce anti-social behaviour, such as bullying and racism	Y
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Y
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Y
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	Y

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Haverstock School
Crogsland Road
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28 April 2005

Dear Students,

Thank you for making us feel welcome when we visited your school to carry out the inspection. Now that we have finished the inspection and written our report we wanted to let you know about our findings.

We judged that your school is satisfactory overall with areas that are good. The following points are what we found to be the key strengths and weaknesses:

- The school has made important improvements since the last inspection; your behaviour is better as is the quality of the teaching you receive.
- Your achievements are also improving but you could be doing even better if you were given specific targets to reach.
- The move to the new building has been handled well by the staff but this has delayed the work of the Business and Enterprise College.
- The school is led and managed well and your teachers are doing the right things to make your school even better.
- Your personal qualities develop well, but the behaviour of a few students can still make it difficult for the rest of you to learn.

We have asked the school to make the following improvements:

- With the help of your teachers you need to continue to improve your achievements and standards of work.
- Teachers should use the information they have about your earlier learning to set you specific targets for learning.
- Some aspects of the programme for teaching citizenship need to be improved.
- The plans for the Business and Enterprise College should be put into action as soon as possible.

Yours sincerely

Brian Oppenheim
Lead inspector