



# Hatch End High School

## Inspection Report

**Unique Reference Number** 102235  
**LEA** Harrow LEA  
**Inspection number** 276682  
**Inspection dates** 15 March 2006 to 16 March 2006  
**Reporting inspector** Michael Lynes

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

<b>Type of school</b>	Secondary	<b>School address</b>	Headstone Lane
<b>School category</b>	Community		Harrow
<b>Age range of pupils</b>	12 to 16		HA3 6NR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02084289281
<b>Number on roll</b>	1210	<b>Fax number</b>	02084289286
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Kate Garnons-Williams
<b>Date of previous inspection</b>	13 March 2000	<b>Headteacher</b>	Mr Allan Jones

Age group	Inspection dates	Inspection number
12 to 16	15 March 2006 - 16 March 2006	276682

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Hatch End is a larger than average, popular school. About half the students are of White British origin, and the remainder are from a variety of mainly Asian backgrounds. About a third of students' first language is not English. The number of students eligible for free school meals is above the national average and has increased recently. The proportion of students who have learning difficulties is significantly above the national average. The school was designated as an Arts College in 2002 and it has a deaf resource base. The school has been awarded the Healthy Schools award, the extended Sportsmark and Artsmark Gold.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school judges itself good and the inspection team agrees with this view. Students with a wide range of abilities make good progress in their time at the school. The school provides a safe and very supportive atmosphere for students, but they would welcome greater consistency in daily routines. The school works well with other organisations to ensure that students receive a good level of care, guidance and support. Leadership and management have a clear focus on promoting the personal development and well-being of every student. Consequently, students enjoy coming to the school and develop a keen sense of loyalty to it.

The school's specialist status has improved standards in the expressive arts, and provision for extra-curricular activities, which are very popular with students. The impact of specialist status is also beginning to be seen in other subjects such as in humanities, science and modern foreign languages.

The subjects that have adapted their teaching to match students' needs have the best outcomes. The teaching in these subjects is lively and interesting for example in humanities, science and expressive arts. As a result students are engaged and make good progress. However, progress is faster at Key Stage 3 than at Key Stage 4. This is because some teaching does not sufficiently challenge and extend students of all abilities. The senior leadership team is beginning to tackle this by making better use of lesson observations and tracking students' progress. Although the senior leadership team has accurate knowledge of the school it has yet to fully address some weaknesses in middle management and some dull teaching.

The school provides good value for money and has good capacity to improve further.

### **What the school should do to improve further**

- \* Ensure that students at Key Stage 4 achieve as well as at Key Stage 3
- \* Ensure that information on students' progress is used consistently across all subjects and is used to improve teaching
- \* Ensure consistency in the use of school procedures for starting the school day and managing pupils' behaviour

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. The attainment of students on entry to Year 8 is about average. All groups of students go on to make very good progress at Key Stage 3, and none underachieve. The school met its targets in English, mathematics and science in 2005, but not in ICT, where results fell considerably short of the target. In the national tests for students aged 14, standards are significantly above average and have risen recently.

At Key Stage 4, students make satisfactory progress. In GCSEs, the percentage of students who gain 5 A\* - C grades has been steady over the last three years at around 60% and is just a little ahead of the national figures. GCSE results in English, mathematics and science in 2005 were above the national average. However, students made much better progress in English and science than they did in mathematics. Students in Year 11 also achieved well in expressive arts, drama, history, information technology and religious studies, but performed significantly less well in business studies, design and technology, and some modern foreign languages. In terms of attaining five or more good GCSE passes, girls in Year 11 achieved markedly better than boys. The school has analysed the reasons for this relative underperformance, and has taken action such as increasing teaching time and better targeting of students. There is good evidence that this will lead to improved progress at Key Stage 4 this year.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good with some outstanding features. Most students behave well, are motivated to learn, and enjoy school. They feel safe and agree that the school responds quickly to the small amount of bullying. They are polite and courteous although there is a small minority who sometimes disrupt learning. There are some inconsistencies around routines at the start of the day. Students follow a healthy lifestyle, encouraged by extra time allocated to physical education (PE) and food technology. The school has achieved a Healthy School Award, although vending machines still contain sugary snacks. The school intends to replace these.

Attendance is good although punctuality to some lessons is still an issue. Exclusions are reducing because behaviour has improved and very effective support structures are in place to help students when they return to school. All students, including those with learning difficulties, have opportunities to take responsibility, for example by serving on the school council, through the buddy system and peer mentoring. Older students support the office staff, act as prefects and are involved in running school events such as Hopes transition project or the prom.

The student's spiritual, moral, social and cultural development is good. The Personal, Social and Health Education (PSHE) programme is still developing in conjunction with citizenship. Assemblies tackle a range of challenging issues such as 'Knowing when to say No'. An excellent range of extra - curricular activities, particularly in performing arts and sport, support very good social development. The school is a racially harmonious community where everyone works to support each other.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Senior managers have established a regular programme to monitor and evaluate teaching more rigorously than at the time of the last inspection. Whilst they have an informed view of the strengths and weaknesses in teaching overall, the school identifies more good and better teaching at Key Stage 4 than that found by inspectors. A well-planned range of professional development opportunities, including guidance from the performance arts specialism, supports staff in improving practice.

In the most successful lessons teachers have high expectations and use time effectively. Work is carefully planned to build on previous learning. In these successful lessons, warm working relationships between staff and students support good behaviour and students engage confidently in tasks, generally try hard and learn to work independently. Good teaching is rooted in teachers' enthusiasm, secure subject knowledge and clear grasp of what students are intended to learn.

In less effective lessons, able students are sometimes not sufficiently challenged and work is not always well enough matched to the needs of lower achieving students. As a result, some students lose concentration and become restless. In a minority of lessons, managing pupils' behaviour is fragile and teaching is dull. In such lessons, teachers talk for too long and students sit passively. The quality of marking across the school is inconsistent. There are models of very good practice but some marking is cursory and gives little guidance to students on how to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The good quality curriculum has greater flexibility than at the time of the last inspection. The mix of vocational and academic courses, including new proposals for the next academic year, matches well the differing needs and aspirations of Year 10 and 11 students as well as some in Year 9. Progression pathways for Year 11 are carefully planned to match the courses that will be on offer within the new sixth form.

The school has made good progress as a performing arts specialist college. It has improved resources and now provides a wide range of additional options in the expressive arts as well as stimulating out-of-hours learning, such as dance and photography. An excellent range of cultural, social and sporting activities adds greatly to the students' enjoyment of school. They note that 'there are so many things to do' outside of lessons. The school has used its specialist status well to increase opportunities for students of all ages to work together on productions and to develop presentation skills. These recent developments have not yet had a significant impact on improving achievement at Key Stage 4.

## Care, guidance and support

### Grade: 2

The school provides a good, caring and supportive environment for students. They feel safe in school and are confident that they can speak to teachers openly when they have problems. The progress of most students is checked closely, and senior staff work hard to ensure that those who may be under-achieving stay on track. There is a good system for additional personal guidance and study support in Years 10 and 11. There is also good extra help from the education support team for all students with additional learning needs. Individual attention from staff in the Deaf Resource Base helps hearing impaired students to fit into school life successfully and to make very good progress.

There is a systematic programme for careers education, with appropriate emphasis on guiding student choice of GCSE subjects in Year 9 and options for further education after Year 11. All students are prepared thoroughly for work experience placements at the beginning of Year 11. They have a good idea of how well they are doing in subjects, and of target grades for examinations. Feedback from teachers in marking varies in quality. Setting of pupil targets for improvement is yet to be fully developed.

There is usually a calm and orderly working atmosphere in lessons. Occasionally more challenging students are excluded temporarily if they interrupt the work of the class and some students are left unsupervised in corridors. More generally, the school's work to gain the Healthy Schools Award has helped to raise students' awareness of the importance of healthy eating options and an active lifestyle.

## Leadership and management

### Grade: 2

The headteacher provides good leadership, particularly in the area of personal development and student welfare. He is very well respected by students who appreciate his open and available style. He is well supported by two very able deputy heads who are beginning to move the school forward by making better use of student tracking to improve examination outcomes at Key Stage 4. The recently strengthened governing body provides satisfactory support, but has yet to fully develop its role as 'critical friend'.

The school has an accurate knowledge of its strengths and weaknesses, but has not addressed some inconsistencies in middle management. There are some outstanding examples of subject leadership for example in humanities and expressive arts. There are some inconsistencies in daily routines and practices and consistent monitoring of students' progress has yet to be fully developed.

There has been satisfactory progress on the issues raised by the last inspection. Senior managers observe lessons more frequently than when the school was last inspected, but they are still developing systems to effectively challenge weaker teaching. Student progress at Key Stage 4 has recently begun to be more effectively tracked and indicates that students will make better progress in this year's examinations. There is good capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

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

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Students

As I am sure you are aware we recently inspected your school. I am writing to say thank you for talking to us, and to let you know our main findings. We agree with you that Hatch End is a good school. You are very appreciative of all the extra opportunities that your teachers provide you with, especially through the expressive arts faculty. We were particularly pleased that you thought this was really inclusive: that everyone could get involved. We saw mostly good lessons, but also a few where some of you misbehaved, particularly in Years 10 and 11. You told us that you needed more consistency in some of the school routines, such as behaviour management and tutor time. If you read the full report you will see that we have made sure that the Headteacher has been made aware of this.

We have asked your teachers to improve the lessons in Years 10 and 11 by ensuring that all of them are matched to your abilities and interests. We have also asked them to apply the behaviour policy and daily routines more consistently. They can do this much more effectively if you do your very best to listen and respond. We know that most of you enjoy learning at Hatch End and want to do your best.

Thank you for the warm welcome you gave us. I wish you all the very best for the future, particularly those of you taking examinations in the next few months.

Yours sincerely

Michael Lynes

Her Majesty's Inspector