



The Hayes Manor School

Inspection Report

Unique Reference Number 102446
LEA Hillingdon LEA
Inspection number 276719
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Paul Dowgill HMI

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

Type of school	Secondary	School address	Wood End Green Road
School category	Foundation		Hayes
Age range of pupils	11 to 18		Middlesex UB3 2SE
Gender of pupils	Mixed	Telephone number	02085732097
Number on roll	782	Fax number	02085730280
Appropriate authority	The governing body	Chair of governors	Mr J Edgecombe
Date of previous inspection	22 January 2001	Headteacher	Mr C Neathey

Age group	Inspection dates	Inspection number
11 to 18	16 November 2005 - 17 November 2005	276719

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors.

Description of the school

The Hayes Manor School is a mixed, 11-18 comprehensive with 732 students on roll, of whom 129 are in the sixth form. The school has a very diverse student population, with many ethnic groups represented. No single group makes up the majority of pupils. The proportion of pupils whose first language is not English is very high. The school takes in substantial numbers of pupils in each year group every year. In recent years, fewer than four in ten pupils who completed Year 11 were on the school roll at the start of Year 7. The number of pupils entitled to free school meals is very high. The percentage of pupils with identified learning difficulties has fallen recently and is below the national average. Those pupils who start the school in Year 7 have knowledge and understanding that is well below the levels expected nationally for this group.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school evaluates its overall effectiveness as satisfactory. Inspection evidence shows the school to be inadequate in its overall effectiveness. This is because the students' progress and standards, based on what they are capable of, are not good enough. Although recently there have been improvements in the quality of teaching, there remains too many lessons where students make insufficient progress. Senior managers are aware of the weaknesses in teaching and have strategies in place to address these. Students' attendance in Years 10 and 11 is too low, which, for too many, inhibits their progress. Also, a significant number of students who speak English as an additional language do not have sufficient support. The school does not provide satisfactory value for money. The school has had difficulty in recruiting teachers and senior managers of suitably high quality in the past few years to fill vacant posts. This has had a negative effect on standards. Recently it has had greater success in recruitment. Key appointments made to the enlarged senior management team has enabled it to concentrate more effectively on improving standards. Middle managers and class teachers are also more aware of their responsibility for improving students' performance and are being held to account for this. They are using data from students' assessments to set more suitably challenging work and are monitoring student performance more closely. Steps have been taken to promote improvement in the school since the last inspection. The behaviour of students has improved and is now generally good. The school provides well for students' moral, social and cultural education. It promotes tolerance effectively and there are no reported incidents of racism. It works effectively with external partners from the local community. Recent initiatives to develop a range of out of school activities for students and the wider community have the potential to make a significant positive impact on the work of the school. The school's budget is now much more tightly managed allowing the school to plan effectively for the future. In its self-evaluation, the school accurately identified a number of weaknesses. Evidence gathered during the inspection indicates agreement with most of these judgements. Although results remain low, there has been a gradual improvement in standards, especially in Year 9. The headteacher and senior management team have set a clear direction and plan for development which is understood by the staff, and the school has the capacity to make the improvements needed. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to: the progress and standards achieved by the students; the quality of teaching and learning; support for students for whom English is an additional language; attendance; the sixth form.

Effectiveness and efficiency of the sixth form

Grade: 4

Although the sixth form is growing in popularity, the progress made by the students is inadequate. Relationships in lessons are strong and some teaching is good, but overall it is inadequate. There is an inconsistent approach to setting targets for students and too little help for them on how to learn independently. The curriculum provides a satisfactory range of courses at different levels; however the facilities provide a poor environment for study. Careers guidance is effective and students benefit from the school's good contact with other institutions. Leadership and management are inadequate because they have not ensured consistency of teaching, despite the monitoring that takes place. Senior managers in the school are aware of these weaknesses but have yet to deal effectively with them.

What the school should do to improve further

* Ensure the senior and middle managers continue to focus their efforts on improving standards in all year groups.* Improve the quality of learning in all years, by broadening the range of teaching styles.* Ensure that teachers make the best use of the available data when planning and teaching so that they target effectively the needs of individual students.* Provide greater support and guidance for students who speak English as an additional language so they can access the curriculum more effectively.* Improve the quality of targets set for sixth form students and the resources available to support their learning so they make better progress.* Improve attendance in Years 10 and 11.

Achievement and standards

Grade: 4

Students' achievements and standards in Year 9 and Year 11, although showing some improvement in 2005, are well below the national average and are inadequate. Although students enter the school with standards that are well below national expectations, most do not make the progress their abilities indicate they should. White British and black African students in particular are making only limited progress. Students with learning difficulties make similar progress as the other students. The standards achieved by students in Year 9 in English, mathematics and science are significantly well below those found nationally, although they improved in 2005. Standards in mathematics and science have improved for three years running. Standards at the end of Year 11 also improved this year but remain well below those found nationally, especially the number of students gaining five higher grades. The proportion of students achieving five passes at GCSE is improving. The school has recently started to analyse examination data much more thoroughly and is beginning to accurately identify underperformance. It has put measures in place to provide extra support for students, such as holiday revision classes. The impact of these however has not yet led to sustained improvements in students' results across all subjects. The absence of educational information for one fifth of Year 7 entrants and a significant number of students joining the school between Year 8 and Year 11 makes it difficult for the school to measure their progress. The

school has recently introduced testing to help tackle this problem, and has started to use this information to set students challenging but achievable targets.

Personal development and well-being

Grade: 3

The students' personal development and well-being are satisfactory, with some good features. Most students are keen to learn, and enjoy school. In lessons and around the school, students behave well although a small minority are not interested in learning. Exclusions have fallen considerably during the last two years because of the higher expectations of student behaviour. Effective support is in place to help students when they return to school. Students feel safe and agree that the school responds quickly and effectively to any reported bullying. The school is a racially harmonious community where everyone works to support each other. Students follow a healthy lifestyle, encouraged by extra time allocated to physical education. The school has improved the quality of food it serves and is working towards a Healthy School Award. The student's moral, social and cultural development is good. Less emphasis is placed on their spiritual development. The school tackles well a range of challenging issues such as drugs education through its 'Learning to Say No' programme. Students have opportunities to take responsibility, for example by serving on the school council, and sixth-formers support their younger peers. Achievement assemblies help build students' confidence and self esteem. There are opportunities for student to contribute to the wider community, for example, through work with primary schools, local businesses and charitable events. There has been some improvement in the attendance of younger students since last year and strategies to ensure they attend school are effective. However, attendance in Years 10 and 11 is similar to the previous year and remains poor. Punctuality to lessons for a significant minority of students is an issue.

Quality of provision

Teaching and learning

Grade: 4

Although there is now more good teaching in the school, students' progress in too many lessons is inadequate. A significant minority of teachers use only a limited range of teaching methods and spend too much time talking to the class. They do not always make sure that the work effectively builds on what students already know. The tasks set are either too easy or students are not given enough time to complete them well. Available resources, in particular information and communication technology, are not used effectively to improve pupils' learning. Where learning is good, the teachers plan lessons in detail. They know what they want the students to learn and make this clear to them. Students are expected to work hard and they are fully involved in the activities. Teachers provide good support and help students with any problems they have. Often, at the end of the lesson, the teacher brings the class together and through good questioning checks how much students have learnt. The senior managers regularly observe teaching and know where the strengths and weaknesses lie. They are making

good efforts, and are having some success, in improving teaching through close monitoring, training and sharing good practice. The proportion of good teaching has improved this year; however, a recent substantial staff turnover has made it difficult to ensure consistency of practice across the school.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school is increasing its out-of-school hour's provision. The senior management team have thought carefully about the curriculum and are beginning to develop and implement strategies and courses to best meet students' needs. In Year 7, for example, students are taught for much of the time in one classroom, with a number of subjects being taught by one teacher. This helps make their transfer into secondary school easier. In Years 10 and 11, vocational courses, such as engineering, more suited to the students' needs have been introduced. Good efforts have been made to develop work-related learning, such as a local industry enterprise programme for Year 11 students. However, the range of subjects does not include many which provide for students who are creative or musical. There are too few courses that are appropriate for those students with language and learning difficulties. The school provides a broad range of extra-curricular activities both sporting and cultural, for example, dance and public speaking. Student participation in these is improving and they make a good contribution to their social development. A popular breakfast club provides effective support for specific students who require help with particular needs.

Care, guidance and support

Grade: 4

Over three quarters of students speak English as an additional language and the support and guidance for many of these students is inadequate. This is due, in part, to the recent staffing difficulties and the limited number of trained staff available to help students. This has an impact on progress, and many of these students do not achieve as well as they could. The school is aware of this problem and is providing training for more staff. The pastoral needs for many students, including the most vulnerable, are well cared for, and Child Protection is secure. Students with behaviour and learning difficulties are well supported through the Learning Zone, by learning mentors and through good partnerships with outside agencies. Valuable additional help is provided by the police for the 'Safer School' initiative. Support and guidance for improving students' academic progress is developing. Current practice in setting targets and providing students with feedback about their work is improving but is inconsistent. Most students are aware of the targets they are expected to achieve but are not always clear as to how to best accomplish this.

Leadership and management

Grade: 3

Grade for sixth form: 4

The leadership and management of the school are satisfactory. The headteacher has a clear view of what needs to be done to improve standards. During the last two years the school has had to manage a very high turnover of staff which had a negative effect on standards. The headteacher and deputy headteacher have made great efforts, in difficult circumstances, to appoint good staff to the leadership team and school. The greater stability in staffing is beginning to have a positive impact on improving the quality of education and standards. The headteacher has changed the management structure to better focus the efforts of senior and middle managers on improving standards. Managers have a clear grasp of what is expected of them and know how to best bring about the improvements needed. They, and class teachers, are being held more accountable for the performance of the students. The school has recently introduced reliable systems for identifying underachieving students and is taking effective action to support them. These developments have put the school in a much better position to secure improvements in pupils' performance. The improved results in 2005 are due to the increased emphasis on standards by senior and middle managers. Governors are involved in the process of self evaluation, know the school well and take an active interest in its activities. The school manages its budget tightly, and is now in a position to move forward in its development of the staff, accommodation and resources. Many of the school's buildings are in poor condition and there is a lack of resources, particularly in the sixth form. There are clear plans in place to improve the building provision and resources in the school over the next few years. Links with parents are satisfactory and most parents are content with the service provided by the school. A minority feel the school takes insufficient account of their views. The school's reputation locally has improved in the last few years as behaviour both in and out of school has improved.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	4	4
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	4	4
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	4	4
How well learners with learning difficulties and disabilities make progress	4	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	3
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	4	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	4
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?	4	4

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	4	
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	Yes	Yes

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you very much for all the help you gave to the inspectors when we came to your school. We enjoyed being in the school and talking to the groups of students we met. We know that you will be interested in what we thought about your school.

* The headteacher and staff are committed to making improvements in the school. The school is concerned about meeting your needs and is developing a curriculum that does this.* Behaviour in lessons and around the school is good. The reported incidents of bullying are dealt with effectively by the school. There is no racism in the school. You get on well with each other and the teachers. Staff are available to talk to you about any issues you may wish to discuss. * Your attendance in Years 7 - 9 is improving and this will help you achieve better results.* There are a lot of opportunities for you to get involved in extra-curricular activities, which many of you do.

We have asked the school to * Improve the results in Year 9, Year 11 and in the sixth form, and you can help in this by being enthusiastic about learning and working hard to meet your targets.* Continue to improve the quality of teaching and your learning.* Provide more support for those of you who speak English as an additional language.* Make improvements to the sixth form, including target setting and resources to support learning.* You can help by improving your attendance in Years 10 and 11 and making sure you are punctual to lessons.

Yours sincerely,

Paul Dowgill

HMI