Henry Tyndale School

Inspection Report

Unique Reference Number   131559
LEA   Hampshire LEA
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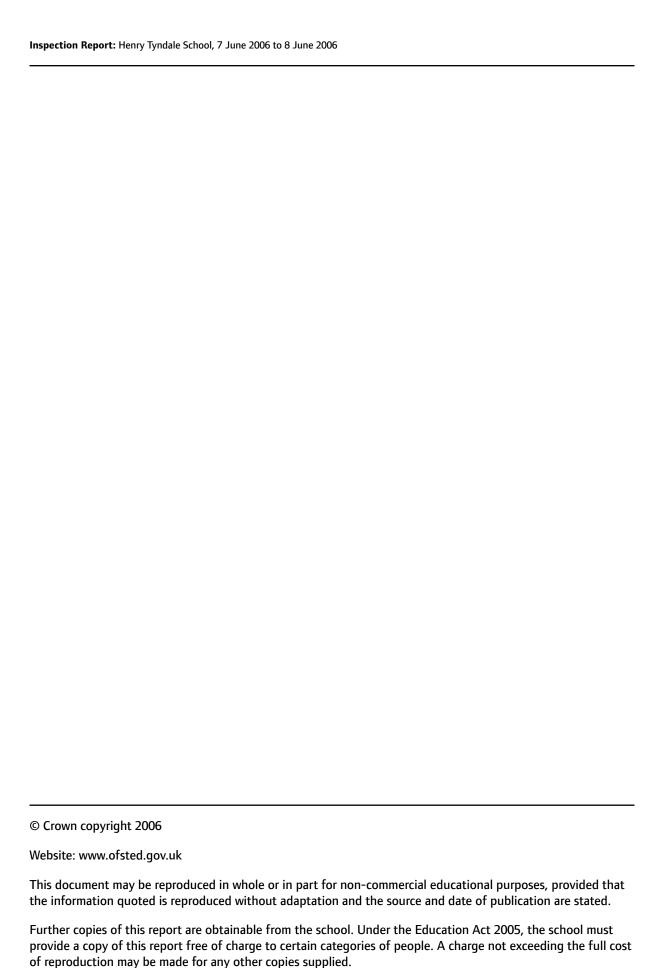Reporting inspector   Kiran Campbell-Platt AI

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

Type of school	Special	**School address**	Ship Lane
School category	Community special		Farnborough
Age range of pupils	2 to 19		GU14 8BX
Gender of pupils	Mixed	**Telephone number**	01252544577
Number on roll	113	**Fax number**	01252377411
Appropriate authority	The governing body	**Chair of governors**	Reverend Martin James
Date of previous inspection	4 December 2000	**Headteacher**	Mr Rob Thompson

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Henry Tyndale is an all-age community special school for pupils with complex and severe learning needs. It has a unit for post-16 pupils which operates on a separate site. Boys outnumber girls by a third and about 8% are from minority ethnic groups. An increasing proportion of younger pupils have significant physical difficulties and complex health needs. The school now has a full complement of staff following a period of high turnover. It enjoys a high reputation with parents and is significantly over-subscribed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Parents, pupils and the staff believe that it provides a good education and this view is confirmed by the inspection. Rightly, the school is popular and oversubscribed. Good provision in the Foundation Stage enables pupils to make good progress, although pupils have severe learning delays. The different groups of pupils in the school achieve well in relation to their capabilities. This is due to good teaching and because the school uses the extensive partnerships with local services and facilities to ensure that pupils' needs are met. In addition, the school sets challenging targets for pupils to reach and has effective systems for evaluating their progress towards them. The high quality of care, guidance and support for all pupils results in outstanding personal development. Pupils' attendance is very good and they develop successfully their social and life skills. Behaviour is good in the majority of lessons and around the school site. The school provides a good curriculum that matches the needs of different groups of pupils.

Overall leadership and management are good. The headteacher provides exemplary leadership. Processes of self-review are effective. The headteacher's accurate monitoring of teaching shows that its quality is good overall. There is a small proportion of satisfactory teaching by some staff. Responsibilities for monitoring teaching and the consistent implementation of specific teaching methods, such as intensive interaction and sensory curriculum support, need to be extended to all members of the senior leadership team, now that the school has a full complement of staff.

Information and communication technology is used well to enhance pupils' communications, record their progress and make individual progress. However, teachers do not use items such as interactive whiteboards sufficiently to enhance the quality of their teaching and pupils' learning. The school makes good use of its resources and provides good value for money.

Governors have a clear understanding of the school's work and provide effective support and challenge. The school has a very good capacity to improve.

Effectiveness and efficiency of the sixth form

Grade: 2

The provision for 16 to 19 year olds is good overall.

What the school should do to improve further

- Involve all members of the senior leadership team in monitoring and raising the quality of teaching so that it is consistently good or better.
- Improve the use of information and communication technology to enhance teaching and learning.

Achievement and standards

Grade: 2

Pupils make good progress throughout the school and achieve well. All the different groups of pupils, including those with profound and multiple learning difficulties achieve well in relation to their capabilities. They make very good progress in developing their communication, language and number skills. By the end of Year 6, most pupils with communication difficulties have acquired the skills to make their choices known. Their progress results from the good teaching and high levels of care given by staff. The school's analysis of assessment data rightly shows progress across all the curriculum areas is good. This is supported by the local authority's comparative data which shows that the pupils' progress is well above that found in similar schools.

Pupils enter school with very high levels of learning difficulties. Increasing numbers have complex health and profound and multiple learning difficulties. The school has effective systems in place to assess their needs and to set challenging targets for learning. Monitoring of the progress of different groups of pupils and individuals is thorough and shows that all groups, including those who are looked after by the local authority or who are learning English as an additional language, achieve well.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils show their enthusiasm as they arrive at school in the morning. Attendance is high and exclusion rates are very low. The school's positive ethos and high expectations of behaviour and learning are effective. This results in pupils being attentive and engaged in their learning. Those with very challenging behaviour make good improvements as they take responsibility for their actions. Pupils respond with pleasure to the interesting and engaging activities that most teachers plan for them. They are considerate of each other and staff. Pupils in Years 10 to 13 have very good awareness of social conventions and apply these well in outings to community facilities.

Pupils' spiritual, moral, social and cultural developments are outstanding. The personal, social and health education programme, religious education, daily prayers and reflections are effective in helping them to become aware of spiritual themes. Their moral and social developments are effectively promoted by the ethos of respect and consideration which permeates the work of the school. Pupils' cultural development is promoted by curriculum related trips. They learn about cultural diversity in art, Spanish, music and sensory curriculum activities.

Pupils feel safe. They are aware of healthy lifestyles through physical education, food technology and personal, social and health education. The school council is active in improving the provision of snacks so they are healthy. Pupils contribute to the local community by charitable fund-raising and helping with younger pupils. Pupils in Years 10 to 13 are well prepared for their future economic well-being through careers education, work experience and the life skills curriculum.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Some lessons observed were outstanding. In the good and outstanding lessons observed, planning was securely based on pupils' targets for improvement that are challenging and reviewed regularly. This resulted in pupils making good progress in learning as the work was matched well to their needs. In outstanding lessons teachers make excellent use of learning support staff who make a very strong contribution to pupils' enjoyment and achievement. In these lessons pupils respond well to challenges because the learning is well sequenced and supported. Pupils have very good relationships with staff. Teachers' firm and unambiguous behaviour management gives pupils a secure and good foundation for learning.

Inspection evidence confirms the school's self evaluation that there is a small proportion of satisfactory teaching by some staff. Teachers are skilful in using specific teaching methods recommended by the school so that pupils are able to access and participate in learning activities, but this is not always the case. Training and support is in place to help less experienced staff to develop skills in specific teaching methods such as Makaton signs and symbols, intensive interaction and sensory curriculum support. In the satisfactory lessons progress slowed because some pupils with profound needs lost interest as these skills were not used effectively enough.

Staff are good at using information and communication technology such as switch systems for supporting communication, computers for individual learning and digital cameras to record progress. However, the use of interactive white boards by teachers in their lessons to enhance learning is not fully developed.

Curriculum and other activities

Grade: 2

The curriculum is good across the school. It is broad, balanced and flexible in response to pupils' needs. The school works hard to encourage pupils to explore and enjoy their learning through multi-sensory approaches across the curriculum. Improvements since the last report include the implementation of the very effective sensory curriculum for pupils with profound and multiple learning difficulties. The beautiful sensory garden is used well for curriculum related activities and play. The school is resourced well for technology to support communication and learning needs of individual learners. It is aware of the need to increase the provision of interactive white-boards across the school to improve teaching and learning and enrich the curriculum further. As a result of its analysis of whole school assessment data and determination to match the curriculum to precise needs, the school has reviewed its curriculum for Years 7 to 11. This has proved successful in helping pupils make good progress in writing and number.

Opportunities for pupils in Years 10 to 13 to gain accreditation through the transition challenge are now in place. Provision for careers education and work experience has improved through very good links with external services, local employers and colleges.

No extra-curricular activities are provided, although the school has good plans to start lunch-time and after-school clubs shortly.

Care, guidance and support

Grade: 1

Care, guidance and support is a strength of the school. Staff show high levels of commitment and competence in meeting individual needs. They create a safe and supportive environment where pupils develop confidence and self esteem. Parents' responses to the inspection questionnaire were overwhelmingly complimentary about the 'great pride' that staff have in teaching and caring for their children and how much their children benefit from their schooling. The school caters very well for the different groups of pupils. It plans well for their development for future life and provides support for them to be able to develop social, number and communication and language skills. As a result pupils make incremental gains in expressing their needs and gain practice in making choices and taking responsibility. Child protection procedures are in place. Health and safety procedures and risk assessments receive close attention.

Support for the vulnerable pupils, for example, those with profound and multiple learning difficulties and those in the care of the local authority is very good. The school works exceptionally well with an extensive range of external agencies to meet pupils' needs. Good progress is being made to support parents of vulnerable pupils through the SHIP (school home integration project).

Leadership and management

Grade: 2

Leadership and management are good with some outstanding features. The headteacher provides exemplary leadership and a clear vision for school improvement. He is instrumental in ensuring that pupils' learning, well-being and inclusion are at the heart of the school's ethos and work. This results in the good progress made by pupils in their learning and outstanding personal development. Staffing difficulties over the past two terms have been managed well by refocusing time to improving teaching and learning and to support less experienced staff. There is now a full complement of staff and the leadership team is well placed to implement the targets in the school improvement plan.

The school has good systems of self-evaluation and it has accurately identified most of its strengths and areas for development. Self-evaluation involves staff and governors and is informed by views of parents, pupils and local partners. Inspection evidence shows that the school has underestimated the quality of its care, guidance and support. It is excellent and results in the outstanding personal development of pupils. Teaching is monitored rigorously by the headteacher and the responsibility now needs to be shared across the leadership team.

Governance is good. Governors play an effective role in strategic planning. Resources are used efficiently and effectively. Improvement since the last inspection has been

good as all key issues have been addressed successfully. The school has a very good capacity for future improvement.

Inspection judgements

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

Overall effectiveness

	School Overall	16-19
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	2	
The effectiveness of the school's self-evaluation	2	2
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

	School Overall	16-19
How well do learners achieve?	2	2
The standards[1] reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

	School Overall	16-19
How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	2	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

	School Overall	16-19
How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

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[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?	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	1	
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	2	
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

Pupils

Thank you for talking with me when I visited your school this week. I enjoyed seeing you working hard in your lessons and looking at your records of achievement. My special thanks go to the members of the school council with whom I met and who explained to me what was good about the school.

This is what I thought. You all receive a good education and you are cared for very well. You are well behaved, friendly and get on well with your classmates and all the staff who work with you. You enjoy coming to school and get a lot of pleasure from the interesting activities that most of your teachers plan for you. You make good progress in your learning particularly with your communication skills. Your parents think that your headteacher and staff work very hard to make sure that you are happy in school. You feel that your teachers listen to you and are always willing to help. Your school knows what it is doing well and how it can make your learning even better. There are a few things that the school can do to improve. Senior staff need to check that the good teaching methods used by most of your teachers are being used so that learning is good in all lessons. The use of information and communication technology by teachers can also be improved to make lessons even more interesting for you.

I think you are very lucky to have such a beautiful garden at your school to explore and enjoy!

Yours sincerely,

Kiran Campbell-Platt

Lead Inspector