



Hendon Brook Short Stay School

Inspection Report

Unique Reference Number 119110
Local Authority Lancashire
Inspection number 291321
Inspection date 1 February 2007
Reporting inspector David Moore HMI

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

Type of school	Primary	School address	Townhouse Road
School category	Pupil referral unit		Nelson, Lancashire
Age range of pupils	5-11		BB9 8BP
Gender of pupils	Mixed	Telephone number	01282693432
Number on roll (school)	13	Fax number	01282 615216
Appropriate authority	The local authority	Headteacher	Mrs Gillian Laycock
Date of previous school inspection	1 February 2002		

Age group 5-11	Inspection date 1 February 2007	Inspection number 291321
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Introduction

The inspection was carried out by one of Her Majesty's Inspector of Schools.

Description of the school

Hendon Brook Short Stay School is a primary pupil referral unit for 32 pupils aged 5 to 11 years excluded from schools in the Burnley and Pendle districts of Lancashire. The school was subject to a merger three years ago and is one of six Primary Short Stay units within the Lancashire Pupil Reintegration Service. The school is part of the authority's approach for supporting mainstream schools to better manage children with emotional, social and behaviour difficulties who have been excluded for 15 days or more or have been permanently excluded. In a number of cases pupils remain on the register of their school while they temporarily attend Hendon Brook. Pupils attending come from a range of social and economic, as well as cultural and religious backgrounds. All pupils have histories of very difficult behaviour in mainstream schools. Hendon Brook provides an intervention support team to work with 13 pupils in mainstream schools and has 13 pupils attending the main school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hendon Brook Short Stay Primary School has come through a difficult period of amalgamation and change. The staff, management committee and local authority, through the Pupil Reintegration Service, have created an outstanding school. The impressive leadership from the headteacher gives clear drive and direction to the work of the school, and underpins the significant progress currently being made. The management committee is developing its role as a critical friend and the close partnership between the school and Pupil Reintegration Service results in a shared understanding of the school's strengths, the progress of the pupils and areas for further development.

Pupils who attend the unit have significantly below national standards of attainment, but make very good progress in a short period of time. Pupils stay at the school for between one to four terms. Those remaining the longest usually leave to be placed in special schools. The numbers of pupils taking key stage assessments each year are very small, and in some years there are none. The school uses an assessment system called PIVATS and as a result is able to accurately assess pupils' progress from entry to their reintegration in mainstream or special schools. Individual tracking shows that all pupils make good, and in some cases exceptional, progress in speaking, listening, reading, number, using and applying information and exchanging and sharing ideas. Rates of reintegration are good.

Teachers use PIVAT information to inform their planning and regular lesson observations by the headteacher and Head of Service help teachers use the information to adjust their teaching to better meet the needs of the changing intake.

Teaching in both key stages is good. Lessons are well planned and meet the particular needs of pupils as identified in their individual education plans (IEP). Pupils follow the full National Curriculum, and personal, social and health education (PSHE) is developed within all aspects of classroom activity. It is supported by ideas similar to those used in Social, Emotional Aspects of Learning (SEAL) and the Nurture Group Association. These influence how teachers organise learning so that social development is built into all aspects of teaching. As a result, pupils who caused serious disruption in their previous school are generally settled, work hard and enjoy their learning. Teachers use time well and lessons have a variety of activity. Pupils are given feedback on how they work and behave during the lesson, which helps them maintain concentration and motivates them to continue to participate positively. Teaching assistants and other adults in classes understand their role well and work closely with teachers. The quality of speaking and listening is good and pupils concentration and attention spans increase over time. Teachers organise lessons so pupils who previously have found it difficult to work with others have the opportunity to build those skills through short activities working in pairs and as a small group.

The development of pupils' social and emotional skills is a strong feature of the school. Relationships are outstanding. Pupils and parents recognise how the adults in the school have their children's well-being as a high priority. In all classes and around the

building, adults are consistent in their expectations for pupils and communicate this well. They follow agreed approaches for behaviour modification and model the behaviour they require from pupils. Attention is paid to how to speak appropriately to each other and to adults. As a result, in lessons pupils are polite to each other and adults. Pupils rarely call out or deliberately interrupt others who are speaking. Opportunities are also given for them to practise their social skills in large formal settings, for example, at a monthly school breakfast. During the inspection the theme for the breakfast was France: pupils had learnt some French phrases and Year 5 boys supervised by staff prepared a French style breakfast. This involved the setting of tables and the preparation of food. While attendance is below the national average for primary schools, it is very good for a pupil referral unit.

The school's intervention team works in mainstream schools to help prevent exclusion, and is particularly effective in offering practical advice and support to teaching assistants and teachers. It is highly regarded by the schools who value the work with individual pupils. At the present time, the Intervention Team is not using PIVATS as part of the assessment of pupils being supported while in mainstream schools. Currently 13 pupils are supported and maintained in their schools though the needs are greater than the support available.

The school draws upon its wider community by linking with such organisations as the local Leisure Services who provide sports instructors and who also involve pupils in activities at the centre. Links with other agencies are strong and the work of the placement panel involving social services and education welfare, the school psychological service and other agencies is particularly effective. Parents are very strong in their praise for the work of the school. They particularly appreciate the time and support they are given in understanding how to build on systems of behaviour management used in school and applying it at home. As one parent commented, 'I use the same ways of working with my son as the school does, it works for about 70% of the time which is better than before as he only paid attention 25% of the time. The school have helped get some sanity back into our home'.

What the school should do to improve further

- Evaluate pupils' outcomes in relationship to lengths of stay more systematically.
- Develop the PIVATS system of assessment to include those pupils being supported while in mainstream schools.
- Improve pupils' writing.
- Increase intervention to better meet the demand from schools.

Achievement and standards

Grade: 2

Pupils attending Hendon Brook are either excluded or on dual placement because of their behaviour. Most have learning difficulties and can be challenging to authority. Attainment on entry is generally low, in some case two to three years below that of their peer group. The school uses the PIVATS system of assessment to identify gaps

in learning and develop teaching approaches to help pupils make progress. While overall standards are below national expectations, the achievement of pupils during their time at the school is good. Pupils with statements of special educational needs make steady progress in line with their peers. Good teaching in both key stages helps pupils make up for the time lost by their previous experiences and pupils make very good progress. Most pupils make significant gains in speaking and listening, reading, number, using and applying knowledge and scientific investigation. Writing does not always reflect the gains in understanding pupils have made. Most pupils return to their mainstream school within two terms, and those requiring placement in specialist units can remain at the school for four terms. The rate of reintegration and retention to mainstream and special schools is particularly good.

Personal development and well-being

Grade: 1

All pupils make outstanding progress in their personal, emotional, and social development. This is as a result of the high level of care given by staff. Adults transmit values effectively, thereby developing pupils' moral understanding and, through projects and topic work, pupils develop awareness of diversity. The school effectively works to help pupils face and manage the issues in their behaviour and attitudes that have led to their being excluded or placed on dual registration. Pupils learn quickly the expectations of the community and are given clear boundaries in which to manage their frustrations and emotions. The behaviour approaches used to support pupils are outstanding and result in significant changes in attitudes to learning and improvements in behaviour. The school promotes healthy lifestyles and eating, and is vigilant in monitoring the diet for those pupils prescribed medication. Pupils develop the ability to adapt and manage in different situations; this prepares them for their placement into mainstream schools. Staff are trained to manage violent behaviour and help pupils understand issues of personal safety. The school uses short term exclusions to indicate to pupils the seriousness of their behaviour. The strong emphasis on helping pupils avoid confrontation helps them better manage themselves. Attendance is below the average for primary schools nationally but good for a pupil referral unit.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Effective teaching results in pupils quickly recovering their self-esteem as they regain interest in what they can achieve in lessons. Planning is good and teachers use teaching assistants and other adults efficiently to support pupils. A strong feature of teaching is the timing of activities so that pupils can participate and concentrate for longer periods, over time. Relationships in lessons are outstanding. Pupils understand the praise and reward system and teachers use it to help pupils remain on task. Assessment informs teacher planning and the use of

PIVATS and IEPs help teachers have a clear understanding of the progress of each child. Pupils' speaking and listening skills are well developed but the recording of information does not always reflect what pupils actually know or understand. Opportunities for creative play are used well and this helps pupils in their interaction with others and develops their language skills. The integration of PSHE into all aspects of basic classroom activity helps pupils develop the skills necessary to manage themselves on their return to mainstream school.

Curriculum and other activities

Grade: 1

The curriculum offered to pupils is outstanding and ensures that they remain in touch with the subject areas they will return to when leaving Hendon Brook. All aspects of the National Curriculum are followed and, through themes and activities, pupils are offered an exciting range of experiences. For example, the 'French' breakfast provided opportunities to learn phrases and words in another language. The focus on literacy and numeracy is good and helps pupils make progress so they can manage better in their future school. The school's use of visitors and visits also contributes to pupils' wider understanding of the local and wider community. Links with local leisure services helps pupils have a wider range of activities than can be provided on site and also encourages pupils to join activities out of school. Personal, health and social education are important areas of the curriculum and the use of national initiatives in both key stages are effective in helping pupils to begin to understand themselves and others. Pupils' moral and religious development is supported within all lessons and by acts of worship, religious education and theme and activity days.

Care, guidance and support

Grade: 1

The quality of care, guidance and support offered to pupils is outstanding. Adults consistently refer to 'when you return to your school', emphasising the skills pupils will need in their next placement and later life. Adults are effective at identifying potential risk and safeguarding procedures are followed carefully. Pupils are taught how to move safely in classrooms, corridors and play areas. The assessment system helps adults offer guidance and support. Reviews of progress result in adjusting support and setting clear and achievable targets that are understood by pupils and their parents. As a result, most placements to other schools are successful. The school's intervention team supports pupils in mainstream schools and offer helpful guidance and advice to teachers and classroom assistants. The support and guidance given to parents in helping to manage their children is impressive and appreciated by them. Another commented, 'Since he came here I know what is happening, if I am worried they give me advice and it works.' One parent commented, 'My son has only been at Hendon Brook for a short period of time, he has become a different child because of the care he receives. All the teachers and carers have made my son a happy little boy who looks forward to going to school.' Parents are effusive in their praise for the work of the school and recognise the progress that their children are making.

Leadership and management

Grade: 1

The leadership and management of the school is outstanding. The headteacher and her staff, the management committee, and the local authority Behaviour Reintegration Service to which the school belongs work well together. There is a common sense of purpose and systems are in place to monitor and evaluate the progress made by pupils and all aspects of the school, including financial management. The headteacher clearly articulates the expectations required of all who come to the school and sets a high moral tone. As a result, the school is highly effective in maintaining its role as a short stay provision that returns pupils back to their home or special school. The period of transition on amalgamation of two PRUs was challenging but managed well so that the new Hendon Brook School has a strong sense of its own community and clearly shared values. The effective self-evaluation and information obtained is shared well with the management committee and local authority. As the school develops, the management committee is creating focus groups to help the school's senior management team in reviewing aspects of provision. The school management committee has been helped to carry out its functions by the Reintegration Service, providing good training for members. Additionally the school receives very good advice and effective support from the service particularly in understanding its achievements in relationship to other provision within the authority. The quality of data supplied to the school by the service is impressive. The school has demonstrated that it has a strong capacity to improve.

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Inspection judgements

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Hendon Brook Short Stay Primary School

Town House Road

Nelson

Lancashire

BB9 8BP

2 February 2007

Dear Children

I am writing to say thank you for allowing me to visit your school on the 1 February 2007.

I was pleased by how well you all worked with each other and the adults who look after you. It was clear from looking at your work in books and on display on the walls that far more goes on at Hendon Brook than I was able to see in my short visit. I was very pleased with how well you got on with each other and how polite, well mannered you were. I thought the way you behaved at the French breakfast and lunchtime was very good.

You work hard and I was impressed by how long you could sit and listen, answer questions and move around the classroom without disturbing others.

I know many of you were unhappy at school before coming to Hendon Brook and had gotten into a lot of trouble. What was pleasing was to see how hard you are trying to improve everything you do. The staff at the school clearly care a great deal about you and work hard to make lessons interesting. I could see that most of you were making good progress with your reading, numeracy and science work. I am glad that you enjoyed the activities on Wednesday afternoon with the staff from the leisure centre.

Mrs Laycock will I know, make sure that when you move to your next school the staff will help you make the change and see you are settled in well.

From speaking to your parents and from reading the letters they sent me I know just how pleased they are with the progress you are making and that they think Hendon Brook is a very good school. I have to say that after my visit I agree with them.

I know that you all meet together to discuss what can be done to improve the school and I have asked Mrs Laycock and the staff to make sure you are helped to improve your writing, and that they give the school you move to clear information about what you have achieved while at Hendon Brook.

I would like to wish you all the best for your future education and hope you will take the things you have learnt at Hendon Brook with you when you leave.

Best wishes

David Moore, HMI