

Rooks Heath College for Business and Enterprise

Inspection report

Unique Reference Number	102240
Local Authority	Harrow
Inspection number	307944
Inspection date	29 January 2008
Reporting inspector	Anne Wellham HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	874
Appropriate authority	The governing body
Chair	Mrs C Woods
Headteacher	Dr J Reavley
Date of previous school inspection	7 February 2005
School address	Eastcote Lane South Harrow Harrow HA2 9AG
Telephone number	020 8422 4675
Fax number	020 8422 4407

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Introduction

One of Her Majesty's Inspectors and an Additional Inspector carried out the inspection. The inspectors evaluated the overall effectiveness of the school and investigated the following aspects: achievement of students across the school, the quality of personal development and well-being, the effectiveness of care, guidance and support and aspects of teaching and learning and leadership and management. The inspectors gathered evidence from an analysis of data about students' achievements provided by the school, observation of parts of lessons, parents' questionnaires, and discussions with senior staff, subject leaders and the chair of governors and students. The inspectors did not investigate other aspects of the school's work in detail, but found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These judgements have been included, where appropriate, in this report. The school has recently joined a post-16 consortium with five other schools and Harrow College. This provision was not included in this inspection.

Description of the school

Rooks Heath College is mixed comprehensive school serving a culturally and socially diverse community in South Harrow. Students also attend the school from three neighbouring London boroughs. The school faces many challenges as large numbers of students experience significant barriers to learning. Over three-quarters of the students are from minority ethnic groups and refugees and asylum seekers make up nearly a quarter of the school population. Over 50 different languages are spoken, with two thirds of students having English as an additional language. An exceptionally large proportion of students experience learning difficulties or disabilities. There is very high student mobility as a significant number of students join and leave the school throughout the year. The school has business and enterprise specialist status and was awarded healthy schools status in November 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Rooks Heath College is an outstanding school. It is highly effective in providing an inclusive education where every child is supported and encouraged to do as well as they can in all aspects of their development. 'I am very happy with the progress my child is making, not just academically but in the development of his self-confidence and self-esteem'. This comment sums up the views of the majority of parents. Students are very proud of the school and their achievements. They develop exceptionally well because of their excellent attitudes to learning and the care and support they receive from the dedicated and committed team of staff and senior leaders.

Rooks Heath prides itself on its inclusiveness. Care, guidance and support are exemplary. As a result, students' personal development and spiritual, moral and cultural development are outstanding. Students enjoy coming to school and feel very secure and comfortable with each other and with their teachers. They know that there is always someone to turn to for help and advice. They are supportive of each other in lessons and show great consideration around the school. The school deals with anti-social behaviour very rapidly, including any bullying or racist incidents. Students attend school regularly and their mature responsible behaviour creates an extremely positive learning environment. They have an excellent understanding of the need to stay healthy and are keen to participate in sports clubs and activities. Students and staff enjoy the healthy menus in the new restaurant. The school council plays an active role in representing students' views and students understand the contribution they can make in becoming active citizens. The school encourages all students to develop personal and social qualities that allow them to contribute well to the school and the wider community and to develop the self-confidence required to transfer to further education or the world of work.

Students achieve standards that are slightly below average at Key Stage 3 and near the national average at Key Stage 4. Examination results at GCSE in 2007, including passes at English and mathematics at GCSE grade C show a slow but steady improvement during the last three years. National data shows that students join the school with levels of attainment that are below average and that they make good progress relative to their starting points. A significant proportion of students are not included in the data because they join the school mid way through Key Stages 3 and 4. There was no information about the prior attainment of a quarter of the Year 9 students and a quarter of Year 11 students taking examinations in 2007. Many of these students make exceptional progress during the time they spend in the school because of the excellent intervention and support they receive. The school is particularly successful in raising the achievement of students who arrive with little or no English.

Relationships between students and staff are excellent. Teaching and learning is good overall with some outstanding features. Learners make good progress because teachers and support staff plan work very thoroughly according to students' needs and abilities and provide excellent guidance on what they need to do. Students make good and sometimes exceptional progress because they respond very well to the teaching and enjoy learning. Teachers set clear objectives and monitor students' attainment thoroughly. Students are aware of their learning targets and know what they need to do to improve when teachers assess how well they are learning in lessons and give appropriate feedback.

The curriculum is broad and responsive to learners' needs and capabilities. The specialist schools programme has enabled the school to develop a number of popular and successful vocational

and specialist courses linked to business and enterprise. Comprehensive programmes in citizenship, careers, personal, social and health education support students' academic and personal development very well. There are very efficient systems to intervene to support any students that need additional help or require an additional level of challenge. Students with behavioural and emotional difficulties receive targeted support in the inclusion unit where the curriculum is adapted very well to meet their individual needs.

The headteacher is extremely skilled at leading and managing people. The development and well-being of students and staff is excellent and all share a common sense of purpose. Leadership and management is distributed through a large leadership team which is very effective in allowing leaders at all levels to contribute to school improvement and to understand the part they play in raising achievement. Enterprise advisers are using their role effectively to develop the curriculum and disseminate good practice across the school. The school works very productively with a range of organisations and services to support all learners. The governing body are supportive of the school. They ensure that challenging targets are set to lead to further improvement. The school's self-evaluation is very effective in identifying and developing outstanding aspects of the school's performance. This underpins its good capacity to improve. The school is not completely accurate in its assessment of the quality of teaching and learning because they have not realised fully the high expectations they have set themselves. There are rigorous monitoring systems in place but evaluation focuses on the strengths of teaching rather than assessing the extent of students' learning, so teaching remains good rather than outstanding.

What the school should do to improve further

- Focus more clearly on students' learning when monitoring and evaluating the quality of teaching.

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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
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

08 February 2008

Dear Students

Inspection of Rooks Heath College for Business and Enterprise, Harrow, HA2 9AG

Thank you all for the very warm and friendly welcome you gave us during our recent inspection of your school. Many of you were keen to talk with us and show us your work and we enjoyed visiting some of your lessons. We were very impressed with your behaviour and the consideration and respect you showed to each other and your teachers. Many of your parents told us that they care a great deal about your education and want you to succeed.

We think that your school provides you with an outstanding education because of the excellent care guidance and support you receive. You told us that there is always someone to go to for help and advice and that all the students and staff support each other. Your teachers and support staff work very hard to plan lessons and prepare materials and resources that help you make good progress. You have opportunities to study many different subjects and to take part in a wide range of interesting activities. As well as doing very well in your academic work, it is clear that your personal and social development is outstanding. The school encourages you all to contribute to the school and the wider community and to develop the self-confidence you will need to transfer to further education or the world of work.

The headteacher and staff, helped by the governors, lead your school well. They are good at identifying the very best parts of your school and making sure that these keep improving. The teaching in your school is good but we think that it could be even better if the school leaders help the teachers focus more on how well you are learning in lessons so that you can achieve your very best.

We wish you all at Rooks Heath College a very successful future.

Anne Wellham

Her Majesty's Inspector