

Haybrook College

Inspection report

Unique Reference Number	131600
Local Authority	Slough
Inspection number	315839
Inspection date	17 October 2007
Reporting inspector	Melvyn Blackband

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

Type of school	Special
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	31
Appropriate authority	The governing body
Chair	Mr J King-Harris
Headteacher	Mrs J Paine (Executive Headteacher)
Date of previous school inspection	Not previously inspected
School address	112 Burnham Lane Slough SL1 6LZ
Telephone number	01628 696076
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Age group	11-16
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Haybrook College provides for pupils who have experienced severe difficulties in mainstream schools, often resulting in permanent exclusion, because of their complex social, educational and behavioural needs (SEBD). The college operates seven distinct programmes, on four sites, according to the identified needs of pupils. Many of the areas of provision have been recently inspected and found to be outstanding. The provision for pupils with statements of special educational needs is located mainly at the Millside School site although some pupils with statements attend other programmes. Pupils usually remain at Millside from Years 7 to 11. The majority of the pupils at the Millside School site are White British with a small number from other ethnic groups. At present, all the pupils are boys.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Millside is an outstanding school, which continually strives to improve the provision for all its learners. Pupils' attainment on entry is usually well below average but all pupils do well in their studies and many make outstanding progress, despite the difficulties experienced by many in their previous schools. The pupils love coming to school and parents are very happy for their children to attend, knowing they will be safe, that they enjoy their lessons and that the school has high expectations of their achievements. Parents are very appreciative of the school's work. One parent's comment was typical: 'If it wasn't for Haybrook College I don't know where my son would be now.' All the pupils make excellent progress in their personal development. This underpins their excellent attitudes to learning and helps them to achieve their full potential.

The quality of teaching is good overall. Although some lessons are outstanding, this is not consistent. The pupils, however, enjoy their lessons and respond by trying their best. Lessons are well planned and characterised by the high quality of support pupils receive from the well-trained Sports Coach Mentors. The assessment and tracking of individual pupils' achievement is excellent although the assessment information is not easily accessible to help them identify trends or the performance of particular groups of pupils. The outstanding assessment has a very positive impact on pupils' performance and the quality of the school's provision. For instance, the curriculum is outstandingly effective because teachers are able, through their accurate assessments, to tailor activities very specifically to pupils' needs and abilities. As a result, the pupils tackle challenging learning targets to which they respond with enthusiasm. The pupils thrive within the caring ethos of the school. They feel well supported and become confident learners. Teachers place a strong emphasis on personal, health and social education (PHSE) and this encourages pupils to respect and value themselves and others. As a result, their personal development is outstanding. The pupils' behaviour is excellent. This represents a very significant improvement from their previous school careers. They learn to remain healthy and to keep themselves safe. The pupils value the school and this is evident through the excellent relationships they have with staff, their good attendance, and the glowing terms in which they describe the school. One pupil commented, 'It feels like this school is part of you'.

The outstanding leadership and management have driven all of this. The executive headteacher has been inspirational in continually improving standards. She has worked closely with the able and enthusiastic head of the Millside School site. These two managers have provided excellent strategic management from the start of the school and they have been consistently effective in leading staff to improve pupils' achievements, their behaviour and their attitudes to learning. A strength of the school lies in the exemplary way the pupils' behaviour is managed and monitored. The school evaluates its work extremely well. It seeks and acts on the views of all connected with the school, not least the pupils themselves. The governing body is supportive and monitors aspects of the school's work robustly. The school has made substantial and continual improvement in its performance since the previous inspection and has an outstanding capacity to improve further.

What the school should do to improve further

- Ensure that teachers set consistently high expectations in lessons across the school.
- Organise assessment information to give a clearer overview of how well groups of pupils are performing.

Achievement and standards

Grade: 1

The pupils' attainments on entry to the school are generally well below average and there are sometimes large gaps in their knowledge and understanding. All the pupils achieve well, however and many make outstanding progress. The assessment and tracking of pupils' progress in each subject is exceptional, and this has a significant impact on their achievement. Most pupils make substantial and continual improvement in their attainment, especially in Years 10 and 11 where the pace of progress accelerates. This enables pupils to reach their potential in a range of GCSE courses. All the pupils make very good progress in basic skills such as literacy, numeracy and information and communications technology (ICT). The pupils make excellent progress in meeting challenging behavioural targets. They demonstrate outstanding achievement in that they learn to enjoy school life and take a pride in their own progress after a history of school failure and rejection. This has a crucial impact on their academic success.

Personal development and well-being

Grade: 1

The pupils' excellent progress in personal development reflects the school's strong management of behaviour and the emphasis on moral and social values. Pupils' spiritual, moral, social and cultural development is outstanding. The pupils gradually develop a strong awareness of the importance of healthy lifestyles through the many opportunities to take part in physical activity during the day and at lunchtimes. They make excellent gains in their social skills and learn to value other members of the school community. Similarly, older pupils make very good gains in acquiring life skills through effective careers provision and work experience. Pupils feel safe and confident and know what is expected from them within the school's calm and supportive atmosphere. The pupils' behaviour is excellent and the attendance of most pupils is very good because pupils' enjoy school so much and love to be there. Pupils were emphatic that they felt free from bullying or unpleasantness and that they really looked forward to coming to school. The many parents who returned questionnaires were unanimous in their unqualified praise for the school and its impact on their children's lives. One parent wrote about his son, 'I saw him change from a boy into a man'.

Quality of provision

Teaching and learning

Grade: 2

Teachers know their pupils very well and this enables them to plan interesting well-paced lessons. Lessons proceed with clear objectives and pupils receive instant feedback on their performance. The small groups enable pupils to receive a high level of support and individual tuition. Teaching is sometimes less effective, however, when teachers do not consistently demand the highest standards of work. There are very good relationships between classroom teams and between staff and pupils. The Sports Coach Mentors support pupils very effectively. They help the pupils to enjoy their lessons and try their best. Teachers mark and assess pupils' work very effectively. As a result, they are able to plan challenging activities for each pupil, so enabling them to make good and often outstanding progress. The management of behaviour is excellent. Pupils understand and respond to clear routines. When a pupil's behaviour becomes unacceptable it is dealt with calmly and with understanding and support for the pupil involved.

Curriculum and other activities

Grade: 1

Pupils enjoy a carefully constructed curriculum, which is very well adapted to their needs. Subject leaders rigorously monitor the curriculum for its effectiveness. Programmes in PHSE underpin much of the school's work and these have a significant impact on the pupils' achievement in personal skills and behaviour, their knowledge about the advantages of a healthy lifestyle and about their own safety. Pupils learn to respect all members of the school's community. The school's exemplary management of pupils' behaviour is extremely effective in promoting the pupils' confidence and self-control and their motivation to succeed. There is very good provision for teaching basic skills, which, together with the good work-based learning opportunities, adds substantially to the pupils' social skills, their self-confidence and enriches their preparation for adult life.

Sport features prominently in the curriculum, ably led by the Sports Coach Mentors, who are accomplished sportsmen and sportswomen in their own right and who provide excellent role models for the pupils. Since the previous inspection, the school has moved into new custom-built premises. There are now well-equipped specialist rooms for design technology, food technology, art and science.

Care, guidance and support

Grade: 1

The school provides a high standard of care for all of its pupils. It maintains excellent links with outside support agencies. Child protection procedures are effective. There are secure procedures for risk assessments and the necessary checks on staff are in place. The well managed staffing means pupils have many opportunities to talk to adults and there are supportive relationships. The pupils have a good understanding of their academic and behaviour targets. Teachers discuss with the pupils how well they have done on each piece of work. The pupils are helped to assess their own efforts and they understand clearly how to improve their work and how to reach the next challenging target. The pupils' behaviour is monitored daily and the pupils quickly become aware of how to improve their performance. Parents receive high quality information at Annual Review meetings. They report a high degree of satisfaction with their level of involvement in their child's education. Pupils receive very good advice from careers specialists as they are about to leave school. There are good links with local colleges. Because of this support, most pupils leave school with positive plans to access further education, employment or training.

Leadership and management

Grade: 1

The executive headteacher of Haybrook College has shown outstanding leadership in her development of the provision. The resource is highly valued by the local authority and by secondary schools. The Millside School provision is managed extremely well by a committed headteacher. A strength of the school lies in the rigorous and effective way managers monitor, evaluate and improve on every aspect of the pupils' academic and personal achievements and the provision made for them. There are very effective procedures, for instance, to measure and improve staff performance. Communication within the school is excellent. Staff feel fully consulted, involved and valued. For example, the senior Sports Coach Mentors take responsibility for attendance. There are excellent procedures to support new staff and professional training

has been very well planned to focus on the needs of the pupils. This makes a significant contribution to sustaining pupils' outstanding achievement. Governors provide effective support to the school, they work closely with individual staff and they monitor the school's strengths and areas for development. Relationships with parents are extremely good. The communication between home and school is very well organised and parents are actively encouraged to be involved with their child's education. Excellent leadership and management have enabled the school to maintain consistent improvement since the previous inspection and give the school an outstanding capacity to improve further.

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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
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	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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	1

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	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	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

2 November 2007

Dear Pupils

Inspection of Haybrook College, Slough, SL1 6LZ

Not long ago I came to the school to see how you were getting on and whether I could suggest anything to make the school better. You made me very welcome and I enjoyed meeting some of you in classrooms and in a meeting. Thank you and well done.

I was only with you for one day but that was long enough for me to realise that Millside is an outstandingly good school. I could see that you all enjoy school very much. I liked many things. Here are a few:

- You work hard and make excellent progress in your work and in your personal development. Your behaviour is very good and shows what excellent progress you have made since you came to the school.
- Your teachers and the Sports Coach Mentors at the school look after and support you very well.
- You have an excellent range of activities including those that help you become independent and prepare you for leaving school and adult life.
- Your teachers and Sports Coach Mentors help you to do as well as you can by giving you ambitious targets to aim for but also by supporting you all the way, as you try to reach them.
- Your headteacher runs the school extremely well. Everyone else, including your parents, gives her good support.

I think the school could improve even further if the teachers firstly made sure their records about your progress were easier to make use of and secondly if they made sure that all your lessons were as interesting and challenging for you as possible. You can help of course by continuing to work as hard as you do now!

Please thank your parents for all the helpful comments they made on the questionnaires.

Best wishes and good luck,

Yours sincerely,

Mel Blackband Lead Inspector