

# Hatch End High School

## Inspection report

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<b>Unique Reference Number</b>	102235
<b>Local Authority</b>	Harrow
<b>Inspection number</b>	323608
<b>Inspection dates</b>	4–5 February 2009
<b>Reporting inspector</b>	Anne Wellham HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	12–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1198
Sixth form	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs K Garnons-Williams
<b>Headteacher</b>	Mr D A Jones
<b>Date of previous school inspection</b>	15 March 2006
<b>School address</b>	Headstone Lane Harrow HA3 6NR
<b>Telephone number</b>	020 8428 9281
<b>Fax number</b>	020 8428 9286

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Hatch End is a larger than average secondary school. About two thirds of the students are from minority ethnic groups, the largest group being from a variety of mainly Asian backgrounds. About a third of students have a first language that is not English. Recent migration trends from Eastern Europe, Afghanistan and Africa have increased the proportion of students who arrive with a very limited knowledge of English. The proportion of students who have learning difficulties is above the national average. Most of these students have moderate learning difficulties and behavioural, emotional and social needs. The school has a semi-integrated resource base for 13 profoundly deaf students. The sixth form has been in place for two years. Since September 2008, it has been part of a new post-16 arrangement known as the Harrow Collegiate. The school has dual specialist status in the Performing Arts and in Applied Learning, and a number of external awards including Artsmark Gold and the International School Award. It offers extended school provision in conjunction with 10 other primary, special and secondary schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hatch End is a good school. The dedicated headteacher and staff are committed to providing the best for students in all aspects of their education. Students come to the school from a wide range of social, ethnic and cultural backgrounds, and an increasing number are new to the country. Staff work hard to inspire and challenge students of all abilities to achieve their full potential academically, and to develop a strong sense of community.

Students enter the school with average levels of attainment. They make good progress and achieve standards that are above the national average by the time they leave school. The percentage of students attaining the highest grades at GCSE is above the national average in most subjects because teachers provide challenging tasks and activities. Students who have additional needs receive good support and make progress that is equal to that of their peers. There is some variation in achievement between subjects, and some students did not achieve as well as they could have done in 2007. Thorough analysis of students' performance has identified the reasons for this, and the school has intervened to raise achievement.

Students' personal development and well-being are good because there are excellent opportunities to extend their learning through lessons, strong community links and extra-curricular activities, combined with the high quality of care and support. The majority of students enjoy school and reported that they feel secure and comfortable with each other and with their teachers. Students are fully aware of the need to appreciate and tolerate the views of different groups in the school community and the wider society. Antisocial behaviour, including any bullying or racist incidents, is dealt with rapidly. Attendance overall is above national averages, although the number of students who are persistently absent remains high. The school takes determined action to deal with persistent absentees but, despite its best efforts, a small number of parents do not respond.

The curriculum is outstanding. It is innovative and flexible enough to meet the needs and interests of the learners well at both key stages. Students reported enthusiastically how much they value and enjoy the wide-ranging clubs and activities on offer. The school's specialist status in the Performing Arts and in Applied Learning makes an outstanding contribution to the quality of the curriculum and to the enjoyment and relevance of students' learning. Large numbers take up courses in the arts and vocational subjects in the main school and in the sixth form, which meet their interests and ambitions extremely well. The impact of the specialist subjects is evident more widely in well-received projects in feeder schools and the local community, and in creative and motivating approaches to learning across the curriculum. The school has an excellent knowledge and understanding of the needs of the diverse, multi-ethnic community which it serves, and has established strong and productive links to enable students to mix and interact with a range of learners from different age groups and cultural backgrounds.

Teaching and learning are good. Learners make good progress because teachers and staff who support learning have high expectations of their achievement. As a result, most students are well motivated and eager to participate, and enjoy lessons. There are rigorous whole-school tracking systems in place to set targets and monitor students' progress, and students are set a variety of assessments, homework and coursework. However, not all students understand what their targets mean, and the quality, quantity and frequency of feedback that students receive on their work varies across subject areas. This makes it difficult for them to know how well they are progressing towards their targets, and what to do to improve further.

Leadership and management are good. The dedicated and effective leadership of the headteacher and his team have led to considerable improvements since the last inspection. There are effective systems in place for monitoring students' progress and for reviewing and evaluating performance. However, the rigour and quality of self-evaluation is not yet consistent across all subjects and not always sufficiently linked to students' learning. The governing body are well informed and supportive. Strong links between governors and the senior leadership team, and with individual subjects, ensure that they provide a good level of challenge. There is a shared understanding of the school's strengths and weaknesses, and a clear direction is set for improvement. This underpins the school's good capacity to improve further.

## **Effectiveness of the sixth form**

### **Grade: 2**

The sixth form provides its students with a good education and is building a deservedly good reputation. Students attain examination results that are above the national average. They generally make good progress relative to their starting points, although there is some variation in achievement between subjects. The largely academic curriculum is good. Collegiate links enable a broad choice of subjects to be offered at AS and A2 level. The opportunity for all students to study AS critical thinking or the Certificate of Personal Education contributes a broader perspective to their learning and personal development. As mature and confident young adults, sixth formers are excellent role models for younger students. Their good personal development and well-being are enriched by a full and varied range of extra-curricular activities, as well as opportunities to take responsibility within school and the wider community. However, there are limited opportunities to take part in sporting activities, which students report they would welcome. Relationships between teachers and students are excellent, and students value the good quality of teaching and the dedicated support they receive to further their learning. There is very effective guidance on applying to university, but advice for those not considering further or higher education is not so well developed. Leadership and management of the sixth form are good. The highly effective head of sixth form and the tight-knit team of tutors set a clear direction for further improvement. The very thorough systems that are in place to monitor and track students' progress are beginning to eradicate the disparities in performance between different subject areas. A coherent approach to checking absence has led to appreciable improvements in attendance. There is good capacity for further improvement.

## **What the school should do to improve further**

- Ensure that all students understand their targets, and receive precise and meaningful guidance on how to improve their learning.
- Ensure that self-evaluation is consistent across the school and is clearly linked to students' learning.

## **Achievement and standards**

### **Grade: 2**

Students achieve above average standards and make good progress during their time in the school. In 2007, students did not do as well as expected. In 2008 there was a return to good levels of achievement in both key stages, because careful tracking of progress identified those who required extra attention. For example, a focused set of strategies was put in place to optimise boys' chances of doing as well as they could. The end of Year 9 targets for English, mathematics and science were largely met. The same was true for Year 11 targets for GCSE

success in 2008, with English showing a much-improved performance. Evidence from the inspection showed that current Year 11 students were also on track to achieve their targets for GCSE grades. Students with learning difficulties and/or disabilities make good progress because work is matched carefully to their needs, and support for them is well planned and effectively managed. Substantial numbers of students speak English as an additional language, with many at an early stage of learning. Again, because their needs are met by dedicated and well-directed support, they make the same good progress as others.

## **Personal development and well-being**

### **Grade: 2**

Spiritual, moral, social and cultural development is outstanding. Students have a strong sense of community values, mix well together, and respect each others' differences. They respond positively to the wide variety of social and cultural opportunities offered, and reflect on how they can improve the lives of others. Students show good awareness of the importance of healthy choices in diet, and also of the value of physical well-being as offered through physical education and sports clubs and teams. Students exhibit a mature and thoughtful approach to staying safe, and adopt safe practices. Attendance is above average for the majority of students because they are well motivated to learn and they enjoy school. Despite the school's best efforts to engage parents, there is a small proportion of students who persistently miss school. Behaviour is good in lessons and around the school. Bullying is rare, and is dealt with firmly so that students feel safe. The contribution that students make to the local and wider communities is outstanding, and reflects the school's rich curriculum and specialist status. Students develop good workplace skills because the curriculum offers many opportunities for taking independent responsibility, working in teams, and representing the school to the outside world. For example, during the inspection, a production involving a very large number of students along with others from feeder middle schools played to highly enthusiastic audiences.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is generally good throughout the school. Teachers' planning usually engages students' interest well through a variety of experiences and activities that extend and reinforce their learning. Teachers and students get on well with each other, with the result that students feel confident about contributing their ideas. In a very few lessons, students are slow to settle down, and consequently activities or discussion are delayed. However, in outstanding lessons, teachers' high expectations, enthusiasm for the subject and clarity of explanations inspire students to excel. Senior leaders and teachers are working hard to develop expertise through a programme of training that is well matched to their needs. This has brought about a growing focus on students' learning styles. Students report how lessons are now much more interesting. However, there is inconsistency in the extent to which work is marked to keep students informed about their progress in relation to their targets. Marking of everyday work includes little advice on how to improve, and requests to improve or complete work are rarely followed up. Coursework and formal assessment tasks are marked to a higher standard.

## **Curriculum and other activities**

### **Grade: 1**

Excellent opportunities for students to broaden their learning through lessons, strong community links and extra-curricular activities make this an outstanding curriculum. The school has thoroughly analysed the diverse needs of learners, and responded by developing vocational courses at Key Stage 4 that are well matched to students' interests and abilities. Applied learning is encouraging students to develop and use key skills such as creative thinking across subjects at Key Stage 3. This has a positive impact on students' attitudes to lessons and on their willingness to participate. Students are particularly enthusiastic about the programme for personal, social and health education. Designed in response to their views, it maintains its relevance to their diverse social, cultural and multi-faith backgrounds. Exploration of relevant local, national and global issues helps students to develop excellent spiritual, moral, social and cultural awareness. The theme of preparedness for the world of work strengthens each year, so that students are exceptionally well prepared for life after school. This is greatly enhanced by wide opportunities to take responsibility within the school and in the community. An exceptionally broad range of extra-curricular activities and links with external partners boost students' learning while strongly promoting their personal development. Events inspired by the school's specialist status are very successful. Training sessions for many sports are well attended, compensating for the limited physical education available at present to Years 10 and 11 students.

## **Care, guidance and support**

### **Grade: 2**

There is a genuine commitment on the part of staff to the well-being of all students, particularly students new to the country, and children in care. Students capable of achieving the highest academic standards, and those with learning difficulties and/or disabilities, are equally well supported. Staff know the students and their family backgrounds very well, and this results in very good relationships and a secure and supportive environment in which students and parents feel able to express concerns. Absence is checked vigorously. The reasons for the persistent absence of a small proportion of students are fully explored, and the school is tireless in its efforts to improve their attendance. The HOPES project for transition from Year 7 into Year 8 is very effective in supporting students entering the school. Student 'Buddies' in Year 10 and 'Peer-to-peer mentors' in Year 11 receive training in dealing with social and emotional responses, and work with middle-school students to provide face-to-face and email support before and after they transfer. Resources are well targeted. In particular, the library is a valuable learning resource that supports the curriculum and students' learning very well. The school has a rigorous system for monitoring and assessing students' progress. Targets are agreed and shared with students and parents, and progress is checked regularly by form tutors. Whole-school systems are thorough, but the communication of information and expectations to students and parents is inconsistent. Not all students understand what their targets mean, or receive precise and meaningful guidance on how to improve.

## Leadership and management

### Grade: 2

The committed and experienced headteacher and his senior team provide the school with strong direction. They convey a clear message on the need to improve academic standards while securing students' achievement in its broadest sense. Self-evaluation has improved considerably since the previous inspection. Systems to monitor and track the progress of students are rigorous and are used to plan effective action and targeted intervention. For example, this has raised achievement in English and has improved the progress of students following alternative college provision at Key Stage 4. There are very thorough procedures in place to review performance across faculties and subject areas. However, self-evaluation and performance review is not yet consistent enough, and it is not always sufficiently linked to learning outcomes. The school's work to establish links between different groups in the community is outstanding. It is based on a thorough knowledge and understanding of its own community and learners' needs, and on feedback gained from attendance at a wide range of community meetings. Seventeen different community groups regularly use the school for a variety of events. The school has also set up focus groups so that African-Caribbean, Somalian, Afghani and Iranian parents are becoming more involved in their children's learning. Governance has improved considerably since the last inspection. The governing body is representative of different socio-economic and ethnic groups in the community and is very well informed. The governors regularly visit the school and provide considerable support for school events. They are fully involved in self-evaluation and review, through strong departmental and curricular links. This involvement allows them to fulfil their role as a critical friend effectively.



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

## Achievement and standards

How well do learners achieve?	2	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and/or disabilities make progress	2	

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
The extent to which learners enjoy their education	2	
The attendance of learners	2	
The behaviour of learners	2	
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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination eliminated	2	
How well does the school contribute to community cohesion?	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

23 February 2009

Dear Students

Inspection of Hatch End High School, Harrow, HA3 6NR

Thank you for the friendly and polite welcome you gave us when we visited your school recently. We enjoyed meeting you and your teachers, and visiting some of your lessons. Hatch End is a good school, which helps you to achieve good results in examinations and to make good progress. The school also encourages you to become responsible, caring young people who respect others. Your dedicated headteacher and senior staff, helped by the governors, lead your school well. It is a happy school because you enjoy learning. You told us how friendly and supportive the teachers are, and that there is always someone to go to for help and advice if you are having problems or need to talk things over.

You have opportunities to study many different subjects, and the school's specialist status in the Performing Arts and in Applied Learning provides you with lots of extra opportunities to develop your skills and confidence, and to prepare yourselves for your future education or employment. We were impressed by your enthusiasm and support for the wide range of clubs and activities that are on offer, and by all the things that you do for the school and the community.

The sixth form is a very important part of the school, and the sixth-form students set an excellent example for younger students to follow. They work hard to achieve good examination results, as well as getting involved in a wide range of activities and projects.

Although there are many good things about your school there is always room for improvement. We have asked the school to make sure that you understand the targets you are given, and that the teachers mark your work more carefully so that you know what you need to do to improve. We have also asked the senior leaders to involve all staff in helping them work out how they could make your learning even better.

We wish all of you at Hatch End a very successful future.

Yours faithfully

Anne Wellham

Her Majesty's Inspector