

Haybrook College PRU

Inspection report

Unique Reference Number	131243
Local Authority	Slough
Inspection number	328569
Inspection date	27 February 2009
Reporting inspector	Chris Wood HMI

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

Type of school	Special
School category	Pupil referral unit
Age range of pupils	5–16
Gender of pupils	Mixed
Number on roll	
School (total)	62
Appropriate authority	The governing body
Chair	Mr Julian King-Harris
Headteacher	Mrs Helen Huntley
Date of previous school inspection	23 March 2006
School address	Haymill Site 112 Burnham Lane Slough SL1 6LZ
Telephone number	01628 696076
Fax number	01628 696080

Age group	5–16
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors, who evaluated the overall effectiveness of the college and investigated the following issues:

- the accuracy of the college's tracking of students' progress
- the extent to which the students' personal development and well-being have improved since the last inspection
- the accuracy of the college's evaluation of teaching and learning.

Evidence was gathered from discussions with the executive headteacher, heads of centre, members of staff, the chair of governors and students. Further evidence was gathered through discussions with a local headteacher, two members of the Slough Business Community Partnership and an ex-Activate student. Her Majesty's Inspectors also scrutinised the college's records and observed lessons. Other aspects of the college's work were not investigated in detail, but inspectors found no evidence to suggest that the college's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report where appropriate.

Description of the school

Haybrook College Pupil Referral Unit (PRU) provides alternative education for students aged 11-16 who have been excluded, are at serious risk of exclusion, or who have excluded themselves from mainstream education. Some students have significant mental health issues and some have statements of special educational needs. The college also provides education for students aged 5-16 who are not medically well enough to attend their mainstream school. The majority of students are from White British backgrounds. There are more boys than girls on most programmes.

The college operates out of four sites, each offering a range of programmes relevant to the particular needs of the students who attend. Springboard and the Virtual School (Key Stage 4) are based at the Haymill site. The Herschel Pupil Training Centre (Key Stage 3) and Interim (Key Stages 3 and 4) are based at the Rotunda building. Activate (Year 11) is based at the Sara Lee building. Provision for a small number of students with medical needs (Key Stages 1 to 4) is based at Wexham Park Hospital.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Haybrook College PRU changes lives. Its outstanding work inspires young people to make better-informed life choices and helps them to contribute positively to the communities in which they live.

Most students enter the college with complex needs and a history of poor attendance and challenging behaviour. Some arrive with limited information about their attainment owing to the extended periods they have spent out of mainstream education. The college's own baseline assessments are accurate and correctly identify important gaps in learning, specifically in terms of literacy and numeracy development, which is often well below national averages. Many students leave the college with a number of GCSEs and/or nationally recognised vocational qualifications.

Students make outstanding progress during their time at the college and become better motivated to learn. By the time they leave, standards are very much improved but are still somewhat below national average for the majority. This success occurs because the curriculum is exceptionally well tailored to students' specific needs and interests, making excellent use of work-related opportunities and online learning. Students also thrive and make progress because they receive outstanding care and personal guidance from well-trained and dedicated staff. As one student commented, 'Teachers are fair and understanding. They listen to your point of view. It's a good community.'

The personal development and well-being of students are good. Many students enjoy learning, and this is demonstrated in their positive attitudes to work, their constructive relationships with adults and each other, and their good behaviour in lessons. As one student commented, 'It's a great feeling when you get up in the morning and you know you are coming to college': this represented a significant change for this student. Poor behaviour is challenged sensitively but rigorously by staff, who set clear boundaries. As a result of these appropriate and effective interventions, very few sessions are disrupted. Attendance improves significantly for many students during their time at the college. There are good systems in place to reduce absence, and the newly appointed family link worker has begun to have a positive impact on improving attendance by, for example, liaising closely with students and their families. However, attendance is still too variable across the four centres and between cohorts, with too many students not understanding well enough the importance of good attendance or being punctual. Sport plays a central role in terms of the students' personal development, and the team of sports coach mentors are excellent role models who play a very important part in all aspects of students' development. These members of staff understand the students' needs very well and provide them with excellent guidance and encouragement towards their agreed personal goals. Students know about, and understand the importance of, healthy life choices, although not all choose or are able to make them consistently. Students know how to keep themselves safe and conduct themselves accordingly. They have opportunities to make a positive contribution to the local community through participation in a number of charity events and community projects, although the college recognises that not enough is done to develop students' sense of responsibility. Through a clear focus on developing work-related skills, and the support provided by the college's 'moving on coordinator', students are well prepared to progress to employment or training, which most do.

Teaching is consistently good across the four centres. Teachers have secure subject expertise, which enables them to plan lessons that have clear objectives, are well structured and proceed at a good pace. Resources are of a good quality and are well used. Information and communication technology is also used very successfully to support learning. Academic guidance and support are good overall but have some weaknesses. Although individual students' personal needs are well known and catered for, their academic targets and specific next steps in learning are not so well identified. Tracking of students' progress, while often thorough, is not well enough brought together to show patterns or trends. As a result, the teaching does not always help students to know what they need to do to improve their work.

Virtual School is highly successful at reintegrating young people who have found it difficult to attend school, at building their confidence, and, through computer-based teaching, enabling them to get a broader experience of education. Students enjoy learning, and work very well with each other. The curriculum has improved since the last inspection. There is a stronger focus on personal development, and vocational provision is now well established. Students are clear about the courses they are taking and know when they are doing well, but their academic progress is not tracked as sharply as it could be. In Springboard, students receive very high quality tutorial support. The curriculum is outstanding, with a wide-ranging offer, but the college recognises that it does not do enough to work effectively with external partners in providing courses. The tracking of students' progress is very detailed, particularly in terms of personal and academic development, but not sufficiently well collated.

At the Herschel Pupil Training Centre, students who are at risk of exclusion undertake a range of four- and two-week programmes that develop their self-management skills very effectively. Evaluations by students and parents are extremely positive, and partner schools identify the provision as having had a significant effect on preventing exclusions. Interim provides hard-to-place students in Key Stages 3 and 4, including some who have been permanently excluded, with very effective tuition. Students also benefit greatly from regular support from external agencies and the highly personalised nature of the curriculum on offer.

In Activate, the college's work-related training centre, students in Year 11 value the clear focus on learning within a professional work environment. The range of activities and vocational qualifications on offer is excellent and very well supported by external partners, particularly local business. Students understand the purpose of what they are doing, because it is about real life and prepares them well to move into the workplace. Assessment and monitoring of their progress are thorough but some students are not always clear about what they need to do to make progress in terms of their academic work.

The Wexham Park Hospital School provides highly inclusive education for pupils with medical needs in Key Stages 1 to 4. Teachers ensure that the curriculum and teaching match the needs of students, and excellent records are kept of their personal development. Students receive good feedback about their work but the collation of data about individuals' progress is limited.

The college is led excellently by the executive headteacher who is supported strongly by the heads of centre and college staff. A clear, practical vision is shared and enacted by all staff. They are successful in motivating students so that they make better choices, are more successful in their studies, and are well prepared for future life. There are many very good and well-established whole-school procedures, and the training and development of staff, supported by effective performance management, are excellent. There is good capacity to improve further. The governing body offers accurate and very insightful evaluations of the work of the college, and is skilled at providing well-focused challenge. Self-evaluation is good and contributes well

to improvement. It lacks some consistency in approach between different centres or across the various programmes. The college works exceptionally well to promote community cohesion at a local level, but recognises that it is not systematic enough in helping students to gain a better understanding of national and global communities. All safeguarding procedures meet current government requirements.

The majority of parents who responded to the parental questionnaire were very supportive of the college's work. Her Majesty's Inspectors agree that coming to the college has been a turning point for many young people. One parent said of her daughter, 'It's just a shame that she can't stay until she turns 18. Since being here she is a changed girl, more focused and more mature.'

What the school should do to improve further

- Track students' academic progress more systematically so that teaching can be more closely targeted to individual needs, and trends in performance across the college can be identified more clearly.
- Improve students' understanding of the importance of good punctuality and high attendance.

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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?	2
The capacity to make any necessary improvements	2

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/or disabilities make progress	1

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

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

12 March 2009

Dear Students

Inspection of Haybrook College PRU, Slough, SL1 6LZ

As you may remember, we recently visited your college; we were very grateful for the opportunity to speak to a number of you and to visit some of your lessons at the different sites. We were made to feel very welcome and were impressed by what we saw. Here are our main observations.

The college provides you with an outstanding quality of education; this is the highest grade we can give. The staff know you very well. They all work hard to give you the very best personal support and guidance, and the programmes and courses that you follow are interesting and relevant to your needs. The teaching that you receive is good, although some of you are not always sure exactly what you need to do to improve your academic work. You have lots of opportunities to do interesting things, and to take courses that give you nationally recognised qualifications which will help you continue your education or move on successfully to training or employment. You achieve exceptionally well during your time at the college and make good progress in terms of your personal development. You enjoy coming to college, and have good relationships with each other and the adults who work with you. Several of you told us how important the college had been in helping you to change your lives and do better. Many of you also told us how your attendance had really improved since coming to the college, but some of you still do not always attend as regularly as you should, or turn up on time. This does matter, both now and in your future lives.

We have asked the college to focus on two things to make it even better.

- Track your academic progress more systematically, so that the teaching you receive helps you to get better at academic subjects.
- Help you all to attend more regularly and to turn up for college on time.

You can help, and I am sure that you will want to, by getting to college promptly and regularly and by working hard to improve in the more academic lessons.

Yours faithfully

Chris Wood

Her Majesty's Inspector