Hedgewood School

Inspection report

Unique Reference Number	102465
Local Authority	Hillingdon
Inspection number	335906
Inspection dates	1–2 December 2009
Reporting inspector	Judith Goodchild

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	W King
Headteacher	M J Goddard
Date of previous school inspection	3 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at the quality of relationships within the school and the standard of behaviour. They looked at the school development plan, the reports of the school improvement partner and the minutes of the governing body. The inspection team also took into account the views of parents as expressed in 58 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- comparative assessment data that recorded how pupils were achieving compared with similar groups
- how progress is recorded across the school
- the quality of support provided to parents
- how the school is adapting to its changed population through changes to its designation.

Information about the school

Since the last inspection the school has been designated as a primary school for pupils who have complex moderate learning difficulties, including those identified as having autistic spectrum disorder. Currently 44 per cent of pupils have been diagnosed with autism with a further 18 per cent awaiting assessment ' a similar number to the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?	**3**
The school's capacity for sustained improvement	**3**

Main findings

The overall effectiveness of the school is satisfactory. However, its links with parents and the quality of care pupils receive are outstanding. Parents commented that the quality of their lives has significantly improved since their child started at the school. Support given to parents by the school, particularly in developing communication and behaviour management skills, has been invaluable. Pupils in the Early Years Foundation Stage and Years 1 and 2 make good progress when measured against their starting points, particularly in the development of their communication and social skills and in their self-confidence. The overall quality of pupils' academic learning in Years 3 to 6 is satisfactory. This includes all groups of disabilities, including those who have autism. Pupils' personal development is good throughout the school and pupils become confident and independent young people. The school is a cohesive community in which good relationships among pupils from a wide range of ethnic and social backgrounds are commonplace. Behaviour is good. Whole-school productions, taking part in an international competition for cheerleaders in America, and football and touch rugby competitions with other schools are some of the many activities which contribute towards raising pupils' self-esteem and awareness of the wider community. They understand others are less fortunate than themselves and raise funds for a range of charities.

The quality of teaching overall is satisfactory but good in the Early Years Foundation Stage and Years 1 and 2 where provision is well matched to learning needs. Although there are pockets of good practice in Years 3 to 6, teaching here is inconsistent. Teaching does not always use information about how well pupils are doing to set tasks which are finely tuned to meet the needs of individual pupils, particularly the more able. The curriculum provides good enrichment and personal development opportunities for pupils. It is currently under review to adapt it to more effectively meet the needs of the changed nature of the school's population.

Senior leaders and the governing body are committed to achieving high standards in an inclusive, caring and supportive environment. However, monitoring procedures are not fully developed, and the confidence and capacity of all leaders and managers to keep the school under review are mixed. Assessment data is only just beginning to be used to compare pupils' performance against similar groups nationally. Systems to regularly track the progress of pupils are not in place. However, the school's capacity to improve is satisfactory because the school is realistic in its self-evaluation and has already made progress in securing improvements. The restructured leadership team are fully accountable to the governing body for monitoring their areas of responsibility and improving the quality of teaching and learning. The outreach programme has been well

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received by mainstream schools in helping them to provide more effective support for pupils who have special educational needs and/or disabilities.

What does the school need to do to improve further?

- Improve the quality of the school's self-evaluation by:
  - introducing systems to track pupils' progress on a regular basis
  - building the capacity of leaders and managers to monitor provision.
- Ensure more consistently good teaching, particularly in Years 3'6 by:
  - using assessment data more effectively to set work which is geared to the individual needs of pupils
  - providing more challenge to the more able pupils
  - reviewing curricular provision in Years 3'6 to ensure that it fully reflects the needs and interests of pupils.

Outcomes for individuals and groups of pupils 3

Pupils make satisfactory progress overall given their attainment on entry, although it is better in the Early Years Foundation Stage and Years 1 and 2 than in later years. The range of need is wide but there is no discernible difference in the progress pupils with different disabilities make or between different ethnic groups. However, some of the more able pupils do not make the progress they should because work is not consistently challenging enough.

It is evident that pupils enjoy coming to school, reflected in their above average attendance. They feel safe and secure. Pupils' self-esteem is improved through displays throughout the school. The well-developed outside play areas allow pupils to develop confidence in interacting with larger groups of pupils. Pupils who have autism, who often start school with challenging behaviour, make good progress in this respect through the sensitive and well-targeted support they receive. Pupils' social skills and confidence are particularly well developed through such activities as residential weekends where they are challenged to try new physical activities. Pupils have a good awareness of healthy lifestyles and a growing understanding of enterprise and workplace skills. The diversity of the school community is recognised through celebration of cultural festivals, recently the Festival of Light, and this helps to develop pupils' understanding of difference and prepares them well for their future lives.

These are the grades for pupils' outcomes

[1] The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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Pupils' achievement and the extent to which they enjoy their learning Taking into account: Pupils' attainment[1]	**3** *
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	**2**
Pupils' behaviour	**2**
The extent to which pupils adopt healthy lifestyles	**2**
The extent to which pupils contribute to the school and wider community	**2**
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance[1]	**2** 2
The extent of pupils' spiritual, moral, social and cultural development	**2**

How effective is the provision?

Overall, teaching is satisfactory, but a number of good lessons were observed, particularly in Reception and Years 1 and 2. In all classes there is a wide range of need and teachers have satisfactory skills in ensuring these are addressed. Teaching assistants are highly skilled at ensuring the welfare needs of pupils are met but are not always deployed effectively to support learning. There is good promotion of communication and social skills within lessons and teachers have well-organised classes that provide a stimulating place to learn. In some lessons, however, opportunities to consolidate learning are lost. Recording of pupils' progress in learning is not consistent. Work in pupils' assessment files is often not annotated with the level pupils are working at and end of year targets are not set, which means it is difficult to monitor the progress pupils are making over time.

Strengths in the curriculum include the range of enrichment opportunities and activities that underpin the good personal development of pupils. A variety of lunchtime and after-school clubs, run by teaching assistants, are valued by pupils and enthusiastically supported. The curriculum in Years 1 and 2 is good, having recently been reviewed in response to the more complex needs of pupils now joining the school. Play activities both indoors and in the well-equipped outside area have a clear focus on developing early reading, writing and numeracy skills. Curriculum provision in Years 3 to 6 is currently under review. Pupils benefit from specialist coaches to improve their skills in physical education through good links with the sports college and opportunities to compete in inter-school competitions. A series of workshops on topics such as signing and use of symbols helps parents support their child's learning at home.

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Partnerships with support agencies and health professionals are excellent. In liaison with school staff they ensure that the health and well-being of pupils is of a high quality. Staff are trained in moving and handling techniques and have the necessary skills to ensure that pupils' medical needs are met. Pupils are treated with dignity and respect at all times. The school employs a speech and language therapist who works with both staff and parents in developing communication skills. Transition arrangements are excellent, with close liaison between home and school before pupils start school. Parents are very happy with the support both they and their child receive.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	**3** 3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	**3**
The effectiveness of care, guidance and support	**1**

How effective are leadership and management?

The headteacher, in conjunction with the governing body, has recently set in place a plan to monitor the school's performance and prepare for the future changing needs of the school. Working parties have been set up to oversee areas for development and leaders are being held accountable through regular reports to the governing body. Developing the skills of the restructured senior team in monitoring the school's provision has been recognised as an area for development. However, there is no doubt about their ambition and commitment to school improvement. Safeguarding procedures are secure, and at the time of the inspection all child protection procedures were fully in place. The governing body satisfactorily carries out its responsibilities.

The school is inclusive and there is a strong commitment to ensure all pupils achieve their best and barriers to their success are removed. The headteacher has an impressive knowledge of individual pupils and their families and this leads to outstanding links with parents and high quality of care, support and guidance. There is daily contact between home and school and parents are confident to approach the school if they have any concerns. A series of workshops throughout the year, run by organisations such as the National Autistic Society, support parents in understanding and managing the differing needs of their children. The school has recognised the importance of parent support groups and the Play Buddies on a Sunday is just one example of this.

Provision for community cohesion is satisfactory. Pupils come from a diverse range of ethnic backgrounds and this contributes to the knowledge and understanding of pupils about different cultures and societies within the community. There is a range of links with the local community that benefit pupils and members of the community. For example, school minibuses are sometimes used to transport senior citizens and pupils

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fundraise for local charities such as for homeless people. The school is seeking to establish links with a similar school overseas. Partnerships with other schools and organisations are good and the outreach and in-service training work provided by the school is valued and improves the provision for pupils who have special educational needs and/or disabilities in other schools.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	**3**
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	**3**
The effectiveness of the school's engagement with parents and carers	**1**
The effectiveness of partnerships in promoting learning and well-being	**2**
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	**3**
The effectiveness of safeguarding procedures	**3**
The effectiveness with which the school promotes community cohesion	**3**
The effectiveness with which the school deploys resources to achieve value for money	**3**

Early Years Foundation Stage

Children increasingly enter the Early Years Foundation Stage with complex needs often associated with challenging behaviour. They make good progress towards meeting their early learning goals, particularly in their social and personal development. This is due to a well planned provision that focuses on developing communication skills so that children are able to express themselves and develop the ability to ask for their needs to be met. Children gain in self-confidence, feel secure and are able to enjoy the activities. Consequently, incidents of challenging behaviour reduce as frustration is removed. Parents are taught common strategies to manage behaviour and improve communication skills to ensure a consistency of approach between home and school. Children are taught alongside Year 1 and 2 pupils and there is a seamless transition between the two phases. This also ensures that the more able children make good progress as they can work alongside older pupils. Sensory resources are used well to support and extend learning through well-planned activities. Adults make good use of ongoing assessment to identify what children can do and where they need additional support and guidance and this accelerates the progress children make.

Leadership and management are good. There is a dedicated team of skilled staff who

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are aware of the next steps needed for children's development. Partnerships with support agencies and healthcare professionals are outstanding and make a significant contribution towards ensuring that children's widely differing needs are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage Taking into account:	**2**
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Over 60 per cent of parents completed a questionnaire and they are wholly positive about the school's work. In particular, they are happy with their child's experience at school and feel the school is well led and managed. Inspectors also talked to some parents who confirmed this view and also expressed a high degree of satisfaction with the quality of care their children receive, the support the school gives them and the headteacher, who is always prepared to listen to their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hedgewood School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	76	14	24	0	0	0	0
The school keeps my child safe	47	82	11	18	0	0	0	0
The school informs me about my child's progress	45	78	13	22	0	0	0	0
My child is making enough progress at this school	41	71	17	29	0	0	0	0
The teaching is good at this school	49	84	9	16	0	0	0	0
The school helps me to support my child's learning	42	72	16	82	0	0	0	0
The school helps my child to have a healthy lifestyle	40	69	18	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	64	17	29	0	0	0	0
The school meets my child's particular needs	42	72	16	28	0	0	0	0
The school deals effectively with unacceptable behaviour	38	65	20	35	0	0	0	0
The school takes account of my suggestions and concerns	40	69	18	31	0	0	0	0
The school is led and managed effectively	48	83	10	17	0	0	0	0
Overall, I am happy with my child's experience at this school	51	88	7	12	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An oustanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	**Outstanding**	**Good**	**Satisfactory**	**Inadequate**
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

raising standards
improving lives

3 December 2009

Dear Pupils

Inspection of Hedgewood School, Hayes UB4 8NF

We enjoyed our recent visit to your school. It is evident that you all enjoy coming to school and there is a happy atmosphere. Your behaviour is good. Thank you to those who came to talk to us about your work and life at school.

Here are some of the good points we found out about your school:

- children starting school make good progress, particularly in developing their communication and social skills
- the links with your parents are excellent
- the care and support you receive are excellent
- you really benefit from the opportunities the school provides and over your time in school become increasingly self-confident and independent.

To improve your school we suggest that the school:

- makes sure that all teaching is consistently good by monitoring lessons on a more regular basis and ensuring that leaders develop the appropriate skills to do this
- teachers use information on how well you are progressing to make sure that lessons are planned to meet your individual needs and make you work and think harder.

Once again thank you and we wish you well for the future.

Yours sincerely

Judith Goodchild

Lead Inspector

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