

Hendon Brook School

Inspection report

Unique Reference Number	119110
Local Authority	Lancashire
Inspection number	339350
Inspection dates	11–12 March 2010
Reporting inspector	Linda Clare

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	15
Appropriate authority	The governing body
Chair	Mr Tony Harrison
Headteacher	Mrs Gillian Laycock
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by one additional inspector. Meetings were held with members of the management committee and local authority, staff and small groups of pupils. The inspector observed the school's work, and looked at a wide range of documents including data on pupils' progress, teachers' planning, curricular documents, pupils' files and the school's self-evaluation. Questionnaires were received from nine parents and carers and the inspector also read questionnaire responses from pupils, and from parents and carers commenting on the support their children in mainstream schools received from the Hendon Brook Intervention Team.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the progress of all groups of pupils
- how well the school uses assessment to promote pupils' progress
- the quality of the school's curriculum
- whether good use is made of information gathered from the school's monitoring and evaluation to bring about improvements
- the quality of the Intervention Team provision.

Information about the school

Hendon Brook is a short stay school which provides for pupils who either have been, or are at risk of being, excluded from their mainstream schools. All pupils have behavioural, social and emotional difficulties and over half have additional needs. The school serves Nelson, Burnley and the surrounding area. Pupils remain at the school for about three terms. The vast majority are dual registered with mainstream schools, while a very few others are awaiting a suitable placement. All pupils have special educational needs and/or disabilities and of the 15 pupils on roll, the majority are boys. All pupils are of White British origin. There is a very small number of looked after pupils. The proportion of pupils entitled to a free school meal is higher than the national average. The Intervention Team currently supports 38 pupils at risk of exclusion in mainstream schools and monitors all transition arrangements to and from the school. The school has achieved the Race Equality Mark, the Quality Standard for Keeping Safe and the Healthy Schools Award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Hendon Brook is an outstanding school in which pupils thrive. Parents and carers are generous in their praise for the total commitment given by all staff to creating a warm, positive and supportive environment. One parent commented 'It is a shame that Hendon Brook is a short stay school, my child has settled really well there'. A very effective nurturing ethos of peer support is encouraged throughout the school and is the key to the outstanding progress that pupils make in their personal development. Pupils learn to overcome social, emotional and other difficulties as a result of the trust and high quality relationships they develop. The school is a happy place and pupils gain confidence and a great deal of enjoyment from all that is offered. This helps them to make good, and for some, outstanding progress in their learning.

Themed work and information and communication technology (ICT) are particular strengths of an outstanding and flexible curriculum. Good teaching, positive reinforcement and carefully tailored programmes enable pupils to meet their targets. Lessons are well structured and capture pupils' interest. Meticulous attention is paid to removing social and emotional barriers to learning. Pupils know their behaviour targets very well and excitedly seek to exceed their goals. The school is aware that learning targets are less well known and the promotion of academic success has less vigour.

Pupils feel perfectly safe, secure and valued in school. Their behaviour is outstanding and they have total confidence that staff will resolve any problems. Response to the school's promotion of healthy lifestyles is outstanding and in relation to their capabilities pupils make excellent contribution to the school and the local community. Central to the school's continuing high level of development and outstanding overall progress has been the drive, vision and confident leadership of the headteacher. Effectively supported, the new senior leadership team have assimilated duties extremely well and brought a new depth of experience. The school is accurate in its self-evaluation and has robust systems to monitor its progress. The management committee and service manager provide experienced support and well focused challenge. The Intervention Team serves the school exceptionally well, linking with multi-disciplinary organisations, community partners, parents and carers and a host of local schools. These strengths provide significant impetus for innovation and further development. As a result, the school has an outstanding capacity to improve further.

What does the school need to do to improve further?

- Promote pupils' academic progress as rigorously as progress made in personal development, by:

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- ensuring that all pupils know their learning targets so that they know what they need to do next to improve their work.

Outcomes for individuals and groups of pupils**1**

Many pupils arrive at Hendon Brook having had unhappy or difficult experiences of school, often with poor attendance. This has resulted in anger, negative attitudes and gaps in their learning. Pupils very quickly respond to the collaborative nature of the school's provision and an ethos which encourages them to share feelings. 'You are in charge of your behaviour' permeates all activities. Secure and supported, pupils' interest in learning improves dramatically.

Pupils across all key stages achieve well from individual starting points, facilitated by the excellent progress they make in their personal development. Pupils make greatest progress when they enter the school at Key Stage 1 or in the Early Years Foundation Stage. They are receptive to the guidance they receive and the 'kindly but firm' approach which underpins it. They settle well and make great strides in their work. In 2009, a small number of Year 6 pupils were entered for national tests from Hendon Brook and successfully reached levels around those expected of pupils of their age. Overall, all pupils make good progress in English and mathematics. The school recognised that pupils made less progress in writing last year. Current tracking and observation indicate progress in writing to have improved as a result of the school-wide focus implemented. Reading is similarly targeted this year. Science is a strength of the school as pupils are highly motivated by the practical work involved.

Pupils use ICT confidently and handle equipment safely in practical subjects. Boys and girls make equally good progress regardless of their learning difficulties or ethnicity. The small number of pupils looked after by the local authority make gains at the levels of others in their groups.

Parents and carers say that their children love coming to school and pupils agree. This reflects their outstanding attendance. They learn very effectively about keeping safe in their personal, social and health education lessons and have no fear of bullying. Older pupils act as 'buddies' to younger pupils and all show positive attitudes and genuine care for each other. In circle time, pupils select one another to take responsibilities and choose prize winners. They feel truly able to bring about change in their school. Their cultural awareness is promoted well through special weeks and opportunities to learn about life in different countries, for example, in Mexico, from someone who lived there.

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.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

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

How effective is the provision?

The good progress pupils make is promoted by mainly good and sometimes outstanding teaching. Teaching is enthusiastic, support staff make a valued contribution and there is a good understanding of pupils' needs. In the best lessons, planning is precise, builds effectively on what pupils have learned and all pupils are actively engaged in challenging work towards individual targets. Imaginative use of resources is a feature of good teaching. For example, in a mathematics lesson pupils extended their learning on co-ordinates to feed Billy Bug, plotting computer points to enable him to locate food. This contributed well to pupils' interest and their enjoyment of the lesson. Learning objectives are emphasised in appropriate language and are checked at the end of most lessons. Behaviour management is outstanding and related targets for pupils are clear and well known. A points system rewards appropriate behaviour in lessons and outside the classroom, and staff ensure that pupils know why each point is being awarded. Regular updates throughout the day reinforce their value. The school is making good progress in embedding its practices to ensure timely marking, recording, and the use of observation and assessment data. However, pupils do not always know what they should do next to improve their learning.

The outstanding curriculum is well managed and carefully planned. Topic work is well embedded, and interactive opportunities make learning fun. A variety of practical, multi-sensory and investigative play experiences promote learning effectively for younger pupils. Older pupils acquire good work-related skills, learn to follow instructions and work cooperatively with others. The curriculum is effectively supported by booster groups, well planned withdrawal sessions, clubs and residential experiences. Support for

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pupils entering and leaving the school is a major strength of the outstanding care provision. As one parent noted 'The Intervention Team have been very supportive both prior to my child entering Hendon Brook and via the parent support group'. Pupils leave school with daily behaviour sheets that are covered in smiley faces. They delightedly show these to a parade of staff before boarding their buses. The school's transport arrangements and care for pupils on arrival and departure are a model of good practice.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's enthusiasm and outstanding dedication to driving the school forward promotes equally positive responses from staff. High morale is evident. Together, senior leaders provide committed and outstanding direction for development. Assessment to support pupils' learning is good and highlighted for further improvement, revitalised through the appointment of an appropriately high level manager. Teachers are encouraged to extend their professional skills to embrace new teaching and learning opportunities.

Target setting is thorough and realistic. The school knows itself very well. Broader improvement planning focuses on upgrading a small number of the school's key aspects and developing its provision of additional services through the Intervention Team. The management committee maintain close contact through visits and residential involvement and members monitor the school's progress very effectively.

Outstanding partnerships promote music, enterprise and eco activities. The school tackles equality of opportunity outstandingly well and is proactive in ensuring that there is no discrimination or harassment in school. Pupils develop good tolerance and understanding of the needs of others as a result. Safeguarding procedures, including risk assessments are good. Involvement with the local community and multi-cultural weeks prepare pupils well for life in a diverse society. The school values all as individuals and through the curriculum, and local and extended links, it plans carefully to promote community cohesion. Hendon Brook provides outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

At the time of the inspection there were no full-time children of Early Years Foundation Stage age. Last year there was one child. The staff who work with Early Years Foundation Stage children are fully trained in the age range and for the complexity of their needs. Planning for all strands of the Early Years Foundation stage programme is in place. The learning environment is secure, comfortable and incorporates excellent indoor and outdoor play facilities, which are scheduled for further development. Learning activities are very well organised and planned with a very good balance of opportunities for independent and guided learning. Links between the Early Years Foundation Stage and Key Stage 1 are well thought out so children can transfer with ease from one to the other. Strong links with parents and carers help to provide as full a picture as possible of children's needs and interests – which helps the school to plan for them. All staff share and record information about children and their individual needs are known extremely well to all. Leadership and management of the Early Years Foundation Stage is outstanding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	IE ²
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are very positive about Hendon Brook School. The school maintains

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close contact with parents and carers and actively seeks their views at all stages of each pupil's placement. Over half of the parents and carers responded to the questionnaire. Many contained appreciative comments which recognise and value the high level of care and support provided by the school. As one parent notes 'Hendon Brook is the best thing that happened to my child and me. They always take time to explain and include me in all things. Everyone is treated as an individual'. The inspection evidence also supports this view as many of the pupils' outcomes were found to be outstanding and the school's partnership work with parents and carers is excellent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hendon Brook 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 13 statements about the school.

The inspector received 9 completed questionnaires by the end of the on-site inspection. In total, there are 15 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	33	6	67	1	11	0	0
The school keeps my child safe	4	44	4	44	0	0	0	0
The school informs me about my child's progress	4	44	4	44	0	0	0	0
My child is making enough progress at this school	4	44	4	44	0	0	1	11
The teaching is good at this school	4	44	4	44	0	0	1	11
The school helps me to support my child's learning	4	44	4	44	0	0	1	11
The school helps my child to have a healthy lifestyle	3	33	4	44	1	11	1	11
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)	3	33	3	33	1	11	1	11
The school meets my child's particular needs	4	44	5	56	0	0	0	0
The school deals effectively with unacceptable behaviour	4	44	4	44	0	0	1	11
The school takes account of my suggestions and concerns	5	56	4	44	0	0	0	0
The school is led and managed effectively	5	56	4	44	0	0	0	0
Overall, I am happy with my child's experience at this school	5	56	3	33	0	0	1	11

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 outstanding 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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:	<p>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.</p> <ul style="list-style-type: none"> ■ 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.



15 March 2010

Dear Pupils

Inspection of Hendon Brook School, Nelson, BB9 8BP

Thank you for talking to me and making me feel so welcome when I visited your school recently. I really enjoyed my visit and now I am writing to tell you what I found out.

Hendon Brook is an outstanding school and I could see why so many of your parents and carers are pleased with how much it helps you. All the teachers and other adults care about each one of you and look after you really well. Your personal development is a strength of the school and your behaviour is excellent. I was pleased to see how happy you are at school and that you enjoy your lessons a lot. I think I enjoyed the celebration assembly as much as you did!

You are making good progress in your work. This is because the school provides you with some exciting lessons and the teaching is good. It was lovely to see that everyone is so pleased when you finish your work – and how many points you had all collected. Your school is outstanding because your headteacher and the other managers are very good leaders and they are always trying to make the school better for you.

You are very good at remembering how to behave well because you have targets to help you. I have asked your teachers to help you improve your work in the same way by giving you learning targets. These will show you what you need to do next and how you can make even better progress in your work.

I am delighted that you have such an excellent school to go to and hope that you will help your teachers by trying hard and that you enjoy everything that you do there.

Yours sincerely

Mrs Linda Clare

Lead inspector

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